**Provincial Government
of Lanao del Norte**

Facilitator's Guidebook on

Human Resource Development Planning

Table of Contents

Introduction and Objectives

The Human Resource Development (HRD) Plan 2014-2016 for the Provincial Government of Lanao del Norte (PGLDN) serves as an inspiration for the crafting of this Facilitator's Guidebook.   This guidebook documents processes or **How To's** which the human resource (HR) focal persons of PGLDN spearheaded by the Provincial Human Resource Management and Development (PHRMDO) went through to produce the HRD Plan for the first time in the life of the provincial government.

Objectives of the Guidebook

To provide a clear 'How to' in replicating the change process from the HR Vision formulation to competency-based learning and development needs assessment and analysis processes, when new or emerging development goals and thrusts occur in the province of Lanao del Norte affecting present competencies of the PGLDN's employees. It will also be helpful and facilitative when new members to the core and expanded teams are brought in or when current or new members may be remiss with some of the steps.

It is also the intention of the guidebook to remind the users to ensure the provision of a gender free and equal playing field for the participation and development of both male and female employees in the various processes.

Expected Output of the Guidebook

A medium term (3-year) HRD Plan

The PGLDN's HRD Plan has to evolve and meet changes in the internal and external environments of the province. The legacy left by the HRD Planning Project, which is the enhanced capabilities of the core and expanded team, shall be steered by this guidebook to be able to address new and emerging development challenges.

How to Use this Guidebook

There are three (3) types of activities described here: training, validation workshop, and a step-by-step process of preparing the various parts of the HRD Plan. The first two (2) activities are the anchors of the Plan while the third main activity is the substance of said Plan. The latter is the competency identification and needs assessment (CINA). It also describes the competency-based learning and development interventions or initiative determination, the implementation and cost matrix formulation, and the crafting of the needed change management sub-plans. These are the risk management plan and the communication plan, including the M & E plan.

For the two (2) training components or modules, the adult learning process or cycle - the 4 A's - is the framework followed in describing the steps in conducting each training activity.

The Cycle of Adult or Experiential Learning
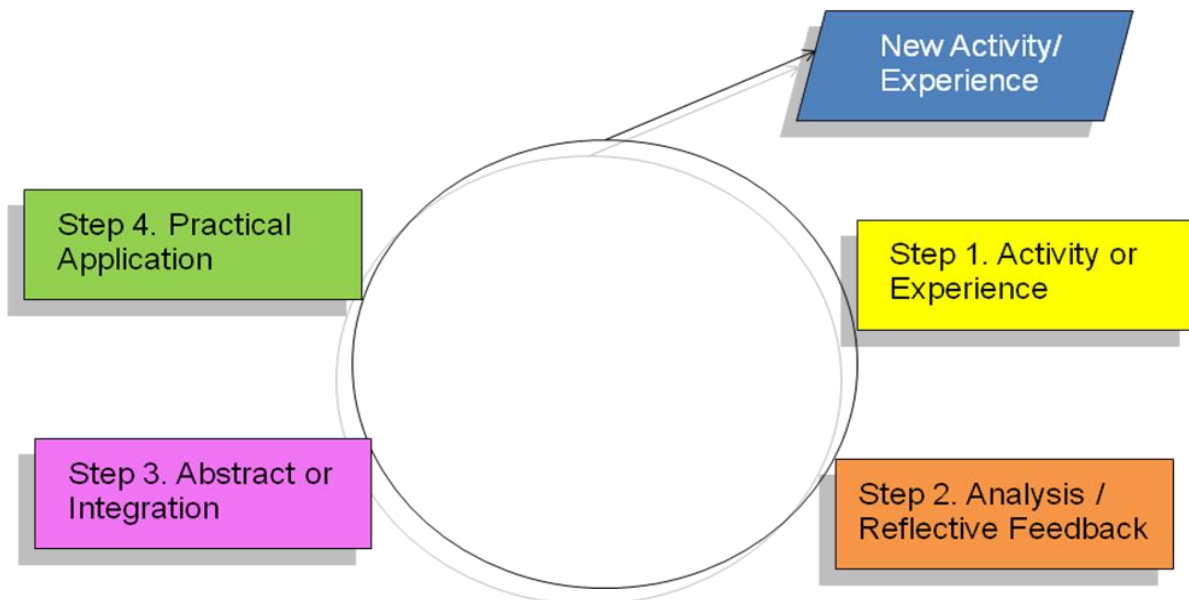
Step 1: **Activity** – is the conduct of a structured experience to engage the learner and to develop a common base for discussion.

Step 2: **Analysis** – is the process of inquiry into what happened, a sharing of experiences during the activity.

Step 3: **Abstraction** – is the 'so what phase,' the integration of various concepts in the learning session.

Step 4: **Application** – is the practical synthesis, the 'now what,' the application of insights into real life concerns.

The validation workshop and the step-by-step process of preparing the various parts of the HRD Plan are described the way it was conducted to include lessons learned.

The description of the four (4) PARTS of this guidebook has a logical flow in the preparation of the HRD Plan:

PART 1	PART 2	PART 3	PART 4
Human Resource Strategic Directions-Setting	Validation of HR Strategic Directions	Training on Human Resource Development Planning	Competency Identification and Needs Assessment & Plan Development

The two (2) training components PARTS 1 and 3 may be stand-alone modules, meaning one can conduct them without PART 2 (validation) or PART 4 (the actual development of the HRD Plan). If implemented as stand-alone, PART 1 remains "theoretical" and may not have the ownership or buy-in of the other key stakeholders of the provincial government; PART 3 outputs will remain indicative, incomplete or limited in number and substance, and therefore, unusable.

Thus, it is strongly recommended that all four (4) parts are considered a package, building-blocks of sorts where the preceding part is the basis for the succeeding part.

Part I: Human Resource Strategic Directions Training

This is a 3-day training activity on HUMAN RESOURCE STRATEGIC DIRECTIONS PLANNING, which is the foundation or take-off point of the strategic 3-year HRD Plan.

Objectives

- Craft a Human Resource Vision and Philosophy aligned with the strategic directions of the provincial government;
- Develop (a new), validate and/or enhance (an existing) PHRMDO vision, mission, strategic objectives or goals, indicators, targets and strategies or initiatives.

Expected Output

- PGLDN's draft HR Vision and Philosophy.
- Enhanced PHRMDO's vision, mission, strategic objectives or goals, indicators and strategies.

Program of Activities

Day 1	Day 2	Day 3
Preliminaries **Creating the Learning Environment** **Training Overview** **Session 1:** Perspective-Setting – HR Strategic Directions	**Management of Learning** **Session 3:** Identifying the Bases for PGLDN's HR Vision & Philosophy	**Management of Learning** **Initial Validation of Draft HR Vision, PHRMDO Vision & Mission**
	Session 4: Formulation of the PHRMDO's Vision	**Session 7:** Formulation of Strategic Objectives or Goals with Indicators
L U N C H		
Session 2a: HRD Plan Alignment with National & PGLDN's Goals	**Session 5:** Environmental Scanning	**Presentation of Goals**

Session 2b: HRD Plan Alignment with Department Mandates or Thrusts with PGLDN's Anchors **Workshop:** Department and PGLDN's Alignment	**Session 6:** Formulation of the PHRMDO's Mission	**Session 8:** Developing the HR Philosophy
	Homework on draft HR Vision, PHRMDO's Vision & Mission	**Integration of Learning Next Steps Training Evaluation**
	Socials	

DAY 1

Creating the Learning Environment and Project Overview

Objectives

At the end of the session, the participants will be able to:

- Describe their own and their co-participants' personal preferences or tendencies and learning styles at work (and in their life outside work) and determine how they can adjust with co-participants;
- Level off their expectations in relation to the objectives of the component/training; and
- State the norms which will guide their participation in the training.

Time Duration

One Hour and Thirty Minutes
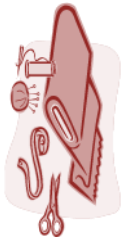
Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- questionnaires – Types of Learners and Learning Styles Inventory (LSI):
  - Instruction Sheet
  - Scoring Sheet
  - Interpretation of scores on the LSI
- PowerPoint Presentation on the topic
- hand-out on the topic

![Procedure icon] **Procedure**

Part A: Four Elements and Training Overview

1. After the preliminaries *(Invocation, National Anthem, and Welcome Remarks)*, conduct the following unfreezing activity.

2. Ask the participants to:

   a) Choose which of the following elements you associate yourself with or you can most identify with: earth, wind, water, and fire. *(Note to facilitator: Flash on PowerPoint or write down the elements as you mention these.)*

   b) Group yourselves according to the element you chose, i.e., all those who chose earth form a group, etc.

   c) Once the group is formed: individually, write down what you think are your characteristics: as a group, determine the common characteristics.

   d) Then, still as a group, discuss, write and be ready to share the following:

   - What do you want to learn from this training?

   - What are you willing to commit to the training?

   - What are the norms that you wish implemented during this training?

3. Ask each group to report their output in this matrix:

Common Characteristics of Your Element	Learning Objectives	Commitment to Achieve the Learning Objectives	Norms to Follow

4. Taking off from the relevant responses, discuss the following:
   - Objectives of training
   - Training overview
   - Role of the facilitators
   - Major content areas of training
   - Training approach
   - Norms, e.g. punctuality, attendance, phones on silent mode, etc.

NOTE: Part B is optional or a 'getting to know' alternative to Part A.

Part B: Learning Style Inventory

1. Remind everyone that the next part is going to be a "teach and learn" activity. Encourage everyone to learn like children who are always curious and hungry for knowledge.

2. Introduce the adult learning process. Mention that there has to be "unlearning" to learn again and that people must be open to learning.

3. Tell the participants that they will discover the kind of learner they are through a questionnaire.

4. Distribute the questionnaires. Give ten (10) minutes to fill-out the instrument.

5. When all have completed the questionnaire, discuss the results. Present on PowerPoint the four (4) types of learners: reader, listener, doer, and discussant.

6. After all are through, ask the participants to raise their hand when you call out their learning style.

7. End by saying that knowing what kind of learner a person is helps one understand that person in terms of how he/she senses, thinks, solve problems, and remembers information. And, that the combination of the four (4) types of learners in a given setting may create synergy and maximize learning, just like in this training activity.

Learning-Style Questionnaire

Instructions

There are nine sets of four words listed below. Rank order the words in each set by assigning a <u>4</u> to the word which best characterizes your learning style, a <u>3</u> to the word which next best characterizes your learning style, a <u>2</u> to the next most characteristic word, and a <u>1</u> to the word which is least characteristic of you as a learner.

You may find it hard to choose the words that best characterize your learning style. Nevertheless, keep in mind that, there is no right or wrong answers --- all the choices are equally acceptable. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

Be sure to assign a different rank number to each of the four words in each set; do not make ties:

1.	__discriminating	__tentative	__involved	__practical

2.	__receptive	__relevant	__analytical	__impartial

3.	__feeling	__watching	__thinking	__doing

4.	__accepting	__risk-taker	__evaluative	__doing

5.	__intuitive	__productive	__logical	__questioning

6.	__abstract	__observing	__concrete	__active

| 7. | __present-oriented | __reflecting | __future-oriented | __pragmatic |

| 8. | __experience | __observation | __conceptualization | __experimentation |

| 9. | __intense | __reserved | __rational | __responsible |

Scoring

The four columns of words above correspond to the four learning style scales: CE, RO, AC, and AE. To compute your scale scores, write your rank number in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2, 3,4,5,8, and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

Score items:	Score items:	Score items:	Score items:
2 3 4 5 7 8	1 3 6 7 8 9	2 3 4 5 8 9	1 3 6 7 8 9
☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐
CE=_____	RO=_____	AC=_____	AE=_____

To compute the two combination scores, subtract CE from AC and subtract RO from AE. Preserve negative signs if they appear.

AC   CE

AC-CE: ☐ - ☐ =_____

AE   RO

AE-RO: ☐ - ☐ =_____

Interpretation of your Scores
on the Learning Style Inventory

The learning Style Inventory (I-SI) is a simple self-description test, based on experiential learning theory that is designed to measure your strengths and weaknesses as a learner.

Experiential learning is conceived as a four stage cycle:
1. immediate concrete experience (CE) which is the basis for;
2. observation and reflection (RO);
3. these observations are assimilated into a "theory" (AC) from which new implications for action can be deduced;
4. these implications or hypotheses then serve as guides in acting to create a new experience (AE).

The ideal learner is one who is able to involve himself fully, openly, and without bias in new experiences (CE), he must be able to reflect on and observe these experiences from many perspectives (RO), he must be able to create concepts that integrate his observations into logically sound theories (AC), and he must be able to use these theories to make decisions and solve problems (AE).

The LSI measures your relative emphasis on the four learning modes by asking you to rank order a series of four words that describe these different abilities. For example, one set of four words is feeling, watching, thinking, and doing which reflects CE, RO, AC, and AE, respectively. The inventory yields six scores: CE, RO, AC, and AE plus two combination scores that indicate the extent to which you emphasize abstractness over concreteness (AC-CE) and the extent to which you emphasize active experimentation over reflection (AC-RO).

Session 1: Perspective-setting: Human Resource Strategic Directions

Objectives

At the end of the session, the participants will be able to:

- Identify the scope and elements of strategic HR;
- Describe the concept and framework of strategic planning;
- Cite the different elements of HRD compare to HRM; and
- Share ideas/insights on the importance of the strategic planning framework.

Time Duration

Two Hours
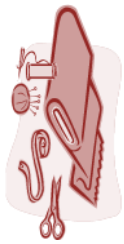
Materials Needed

- meta-cards
- permanent markers
- masking tape
- scissors
- astronaut activity sheet and materials
- PowerPoint presentation on the topic
- hand-out on the topic

Procedure

1. Begin the session by asking the participants "*What comes to your mind when you hear the word "strategic"?*

2. Call on a few participants for their answers and write these on the board.

3. Say: *"Strategic" may refer to something good, sustainable, and long-term. Tactics win battles. Strategies win the war. Strategic pertains to something long-term, futuristic, and more significant.*

Activity 1: *Analysis*

4. Divide the participants into five (5) groups. In groups, ask them to do the following:

   a. Let each member of the group write five (5) key words that mirror his/her idea of the meaning of a "strategic HR office."

   b. Share what each member wrote with his/her group mates.

   c. Write a group report on their sharing.

Abstraction

5. After the reports and responses shared, deliver a lecture on the following (*flash PowerPoint)*:

   • Concept of Strategic HR;

   • Strategic Planning: Concepts and Frameworks;

   • Framework for Strategic HR: Systems Perspectives.

Activity 2

6. Introduce the concept of planning through the Astronaut Exercise.

7. Divide the participants into five (5) groups and ensure availability of materials. From the training team, identify gods and goddesses assigned for each group.

   The training team's tasks:

   a. To oversee the activities and ensure that rules are followed on sharing of information (limit 3 minutes for map review, making notes during map review and advanced marking of route in answer sheet are not allowed, 'dead' astronauts are not to participate anymore, and use of 'jet packs' are limited to 2 only).

   b. Distribute and collect back the 5 maps after each group has reviewed the map for 3 minutes (use a timer).

   c. Render judgement on whether the astronauts are safe or not safe or dead after they mark a square in their route.

- Group members should be seated close together to facilitate sharing of information.
- Gods and goddesses are not allowed to give other information apart from reiterating the instructions and rules, and render judgement.
- Gods and goddesses are provided with the key to verify whether the group move is safe or not safe, and not allow other groups to see the moves.

Mechanics:

- In plenary, read context and instructions aloud.
- Groups will be given time to strategize and the 3-minute map review (which begins the exercise and which will be facilitated by the gods/goddesses when the groups are ready.
- Each group will be provided with a map to review for 3 minutes; all maps will be collected at the same time after the allotted time.
- The exercise ends when all the astronauts are 'dead' or when the group has reached the minerals.

Analysis

8. Identify the number of casualties, the number of jet packs used by each group, and groups that succeeded.

9. Pose the following questions:
    - Why do you think you succeeded? What helped your group?
    - Why do you think you did not succeed? What made it difficult for you?

Abstraction and Application

10. Present the following learning points:
    - The key element in the exercise and in strategic planning is **information sharing** specially about the reality in the various departments which should be considered in planning.
    - Organized processes and strategies are equally important as clarity of the goal or output.
    - There will be risk takers or those who will manifest 'heroic' behaviours in order to ensure group success.

- A monitoring process is also important to gauge progress in implementation of the plan and to determine required measures to improve performance.
- The exercise is a combination of strategic and operational planning.

11. Point out that each member of the group has his/her strengths and weaknesses, and that he/she must utilize these in the best way possible whenever each is involved in planning.

ASTRONAUT EXERCISE

You are invited to engage in a fantasy of the future. Imagine yourselves as a team of astronauts who have just landed on an unknown planet orbiting around a distant star. You have been given the assignment of collecting samples of a particular mineral that might be a director, ***"worth the sacrifice of human lives."***

This latter statement was made for a very good reason because you have just landed on a hostile environment. The ground on which you must walk is very treacherous. In most instances, the ground is just a thin cobbling crust of molten lava.

Fortunately, while hovering over the planet, you were able to make 3-minute look over your individual windows and get a reading of ground stability for part of the region that was visible to you. Furthermore your team is provided with two lightweight jet packs which could be used to fly the whole team at low altitude over ground that can't provide adequate support.

In the exercise, we will simulate your sighting by giving each of you a copy of five maps, reproduced of an 18X18 square grid. You will be given only three (3) minutes to look at the map. After three minutes, the maps will be taken away and will not be available for future reference by yourself or other members of your team. Those squares on the grid that are not filled-in (or blackened) represent stable ground. Those squares on the grid that are not filled-in represent ground which is either unstable (i.e. cannot support the weight of an astronaut) or unknown to you. You have no information about this ground although it is possible that another member of your team may have this information because it was visible through his window.

INSTRUCTIONS:

As a team, you are to combine information from the five maps in order to determine the correct route from the place where you landed (START) to the location of the mineral (FINISH).

When you wish to begin moving, place an X-mark on the first square from which you

wish to proceed. However, the member of your team who actually places the mark on the square is, in effect, ***placing his life on the line.***

If the square who is NOT SAFE (as ruled by GOD or the judge) then the team member who placed the mark ceases to exist as he is deemed to have fallen into the molten lava. He can no longer participate in the team's task and must make no further contributions (either verbal or nonverbal).

When this happens, the remaining members of the team can do either of two things:

1. Proceed to another square in a different direction; or

2. Use a jet pack to fly the entire team over a square that represents unstable ground. Indicate this flight by putting a circle (O) in the square where you flew over, and an X-mark on the square where you landed.

   If your choice is correct, then the entire team is deemed to have moved into this square. From there, your team can proceed to other squares until you reach the mineral.

   However, if your choice is wrong (i.e. the square on which you landed is also unstable), then the entire team would have perished. However, as a concession, only the member who placed the X-mark will be considered "DEAD" and the others shall be deemed to remain at the former position. From this former position, they shall plan their next move.

   SINCE YOU HAVE ONLY TWO (2) JET PACKS AND CAN ONLY FLY OVER TWO SQUARES, you are advised to use these jet packs sparingly.

OTHER CRITICAL INFORMATION/INSTRUCTION:

1. Even with the successful use of the five maps, there may still be some unknown area or areas of unstable ground through which your team must move with the aid of the jet packs.

2. You task is to reach the location of the mineral while preserving the lives of as many team members as possible.

3. In executing you mission, keep these things in mind:

   a. You must proceed only through adjacent squares. DIAGONAL MOVEMENT IS NOT ALLOWED.

   b. You cannot leap over any square except with the aid of a jet pack.

   c. When your team marks an (X) in the CORRECT square, your entire team is deemed to have moved into this square and is then ready to make a decision concerning the next square.

   d. When your team selects the WRONG square, only the team member who placed the (X) mark is considered "DEAD." The rest of the team is deemed to have stayed in the last square and, from there, the team must make a new decision.

   e. Each of your two jet packs can carry the entire team. However, only one person should place the (X) mark in the square where you have flown or landed. If the square is WRONG only that person is considered "DEAD" and the remaining members of the team are considered to be back in the last correct square.

   f. You need not rush in performing this mission. Take reasonable time to plan out how you would approach your task and when you are ready just inform your GOD so that he could show each of you the five maps that are available.

   g. You will be given three (3) minutes to study your map. During the 3-minute period, you are not allowed to SHOW, EXCHANGE, or DISCUSS your map with any member of your team.

   h. Do not write anything on the answer sheet except when you have decided to make your move and place your (X) mark on that square, you should start from the square marked "START."

   i. Proceed one square at a time. Every time you place an (X) mark on the answer sheet, check or verify with your GOD whether you have moved into the CORRECT or WRONG square.

Session 2A: Alignment with National and Organizational Anchors
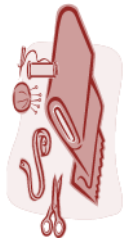
Objectives

At the end of the session, the participants will be able to:

- Cite the highlights of the CSC SPMS and PRIME; and
- State the alignment of PGLDN's VMG with the national development goals such as the CSC's.

Time Duration

One Hour and Thirty Minutes

Materials Needed

- PowerPoint presentation on the topic
- hand-out on the topic

Procedure

1. Introduce the next speaker from the Civil Service Commission to talk about its program called "Program to Institutionalize Meritocracy and Excellence" (PRIME) and SPMS in HRM; the Resource Person focuses on the link of HRD with PRIME. HRD planning is one component of HRM systems and is an accreditation or deregulation requirement for CSC PRIME Level 2, to wit – *"The agency must have an HRD Plan integrating the HRM systems and containing the agency's vision-mission and strategic goals, organizational chart and job description of all positions."*

2. Conduct a question and answer forum for participants to see and have a better appreciation and understanding of the link of HRD Plan with PRIME.

Session 2B: Alignment of PGLDN's Anchors with Department Thrusts
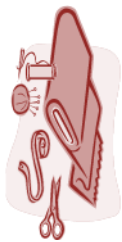
Objectives

At the end of the session, the participants will be able to:

- State the alignment of department thrusts with PGLDN-PDPFP development sectoral goals or reform agenda, the Governor's 3-point Agenda, and with President Benigno Aquino, III (PNoy's) Social Contract (5 goals).

Time Duration

One Hour and Thirty Minutes

Materials Needed

- PowerPoint presentation on the topic
- hand-out on the topic
- colored meta-cards
- permanent markers

Procedure

1. Present PNoy's Social Contract – 5 Goals. Write each one on meta-cards and post on the top most part of the wall. Then still in plenary, do the following:

   a. Ask the PPDO representative and department heads to write down the PGLDN's Development Framework Plan and sectoral goals (one goal, one meta-card).

      - Yellow for PGLDN's 7 sectoral goals;
      - Gray for national (PNoy's 5 Social Contract Goals).

   b. Let the participants align each PGLDN's sectoral goals with that of PNoy's sectoral goals.

2. Conduct further alignment of the PGLDN's sectoral goals with each department mandate and thrusts, as follows:

    a. Again, provide color-coded meta-cards for each participant to write his/her department's mandate on green meta-cards and development thrust(s) on pink meta-cards;

    b. Then, allow the department representative align their mandate and thrusts along the PGLDN's goals.

<Do this alignment activity visually, sample below>

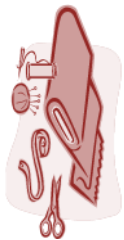## Session 3: Identifying the Bases for PGLDN's HR Vision and Philosophy

Objectives

At the end of the session, the participants will be able to:

- Agree on the elements of the HR vision based on the HR attributes identified.

Time Duration

One Hour and Thirty Minutes

Materials Needed

- PowerPoint Presentation on the topic
- hand-out on the topic
- HR caricature sheets (1 sheet per group)
- colored meta-cards
- permanent markers
- crayons

Procedure

1. Show the *"Framework for Program Design"* where the planning process considers the national anchors down to the PLGU's sectoral thrusts. This will help them in environmental scanning and setting directions for HR.

2. Explain the different management views and approaches of planning effectively. Present 3 approaches to planning:

- The concept of Hoshin Kanri as a management and control of the organization's direction needle or focus.
- OGSM (objective, goal, strategy and metrics) and give examples to elaborate on the concepts.
- Balanced Scorecard was developed by David Norton and Robert Kaplan for the organizations to clarify their vision and strategy and translate them into action. It is essential to look at the strategy on how to achieve the mission and vision. Citing that the mission-vision is what you want to achieve, one has also to look at the strategy. Add that what was utilized in the BSC perspective which refers to key result area, one has then to manage resources, even human capital in improving any organization. Thus, the first output of BSC is the strategy map.

3. Provide a transition statement *"that to be able to realize an organizational vision or development agenda, one needs to visualize the kind of human resources an organization needs."*

Activity

4. Individual work (10 minutes). Each participant lists down **THINKING** (cognitive or analytical) specific attributes on PINK meta-cards of the ideal PGLDN's employee or staff, lists down **FEELING** (affective) attributes on ORANGE meta-cards, and lists down **DOING** (behaviors) attributes on BLUE meta-cards of the ideal employees who can meaningfully contribute to the realization of the PGLDN's development agenda.

   These attributes will facilitate the identification of competencies later on.

5. Group work (20 minutes). Form 3 groups, each group will cluster their responses according to the 3 categories. Ask each group to present their outputs visually using the caricature sheet (human figure) attaching one's attribute per meta-card on the appropriate caricature part. Each group should be able to link the development agenda each attribute addresses.

Analysis

6. Presentation of outputs (10 minutes). The facilitator determines common attributes across the groups per category.

Abstraction and Application

7. Highlight the importance of determining the kind (ideal attributes or competencies) of employees for each level and each department or function an organization wants to help realize its development vision. During the session on Crafting the HR Vision (Day 3), the participants' outputs for this session will be the take-off point.

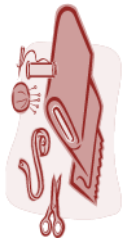# Session 4: Formulation of the PHRMDO's Vision

Objectives

At the end of the session, the participants will be able to:

- Write and agree on a proposed new/enhanced vision for the PHRMDO.

Time Duration

One Hour and Forty-five Minutes

Materials Needed

- meta-cards
- manila paper
- permanent markers
- masking tape
- scissors
- PowerPoint on the topic
- hand-out on the topic

Procedure

1. Segue to the topic: Writing of the HR vision statement of the province. Tell them that the earlier activity was preparatory to this.

2. Present the inputs on vision by flashing the PowerPoint slides *"Formulating your vision and writing your vision statement."*

Activity

3. Instruct the participants to remain in their respective groups for another exercise called *"Photo Collage."*
   a. Give each group 5-6 magazines. Instruct them to choose and cut out photos that depict the kind of PHRMDO that they want to have.

b. Have each group present its output.

Analysis

4. Cull out common responses from the 3 groups. Affirm the proposed vision "on collage" of each group and tell them that the activity was just one approach towards the collective and creative effort of arriving at a vision.

Abstraction and Application

5. Reiterate the inputs on vision by flashing the PowerPoint slides *"Formulating your vision and writing your vision statement."*

6. Assign a smaller group to finalize the vision of the PHRMDO; also considering what has been crafted before this training.

Session 5: Environmental Scanning
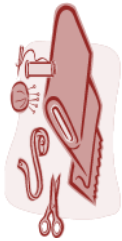
Objectives

At the end of the session, the participants will be able to:

- Identify the key factors in the environment that will affect the operations of the PHRMDO.

Time Duration

One Hour and Forty-five Minutes

Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- PowerPoint on the topic
- hand-out on the topic

Procedure

1. Introduce the S-W-O-T analysis as a very good tool for planning. Explain what the S-W-O-T is: its use and elements *(flash the PowerPoint slides on S-W-O-T Analysis)*.

Activity

2. In the same groups formed earlier, ask them to come up with the:

- Opportunities that could boost in achieving this state of the ideal PHRMDO;

- Threats that could block/retard in achieving this state of the ideal PHRMDO;

- Strengths the PHRMDO now has that could be harnessed towards achieving the state of the ideal PHRMDO;

- Weaknesses that could hinder in achieving the ideal PHRMDO state;
- Identify significant Os/Ts and Ss/Ws.

3. Have them report their outputs.

Analysis and Abstraction

4. Process the results to come up with an integrated output. Determine together with the participants the most significant S-W-O-T responses.

Application

5. Tell them that the most significant S-W-O-T responses should be considered in the enhancement of the previously formulated PHRMDO's vision and the formulation of the succeeding Mission-Goals-Strategies.

Session 6: Formulation of the PHRMDO's Mission

Objectives

At the end of the session, the participants will be able to:

- Write and agree on a proposed new/enhanced mission for the PHRMDO.
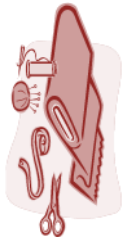
Time Duration

One Hour and Forty-five Minutes

Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- PowerPoint on the topic
- hand-out on the topic

Procedure

1. Provide a transition statement between the previous session on S-W-O-T. Deliver inputs on the mission of an organization, e.g. what a mission is, importance of having a mission, what questions it answers, its elements, and features. Present PowerPoint slides *"Formulating your mission and writing your mission statement."*

2. Present the steps in crafting a mission statement.

Activity

3. Give the following instruction
    a. Form two groups.

b. Ask them to identify the elements or contents of a mission appropriate for the PHRMDO. Let them attempt to propose a mission statement.

c. Ask them to present their outputs.

Analysis
4. Discuss their outputs to elicit the common elements.

Abstraction
5. Provide additional inputs on the formulation of a mission statement.

Application
6. Call for three (3) volunteers to craft a proposed mission statement for the PHRMDO based on the common responses.

*NOTE: Session on Developing PHRMDO's **c**ore values may be conducted if time permits.*

Day 3

Session 7: Formulation of the PHRMDO's Strategic Objectives/Goals with Metrics

Objectives

At the end of the session, the participants will be able to:

- Develop the PHRMDO's strategic objectives or goals for each key endeavour/functions, namely for HRM and HRD; and
- Identify key performance indicators per strategic objective.

Time Duration

One Hour and Forty-five Minutes
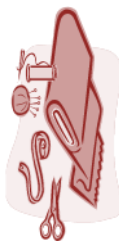
Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- PowerPoint on the topic
- handout on the topic

Procedure

1. Segue to the topic. Using the balanced scorecard as a planning tool, let the participants be guided by the following key points:

    (Flash PowerPoint – Planning Basics Levelling Off)

    - Working on a scorecard per perspective;
    - Defining strategic objectives/goals, measures (also known as metrics, indicators, or KPIs; may be expressed in quantity, quality, timeliness and/or cost), targets and importance of targets, and initiatives or strategies or programs;

- The use of other models in program, activities, and projects;
- Difference between output and outcome.

Give examples.

Activity

2. Form two groups of participants. One will work on HRM while the other on HRD. Walk through again the definition and difference between HRM and HRD.

   Ask them to come up with the following outputs, considering the results of the earlier environmental scanning:

Strategic Objectives	Metrics		
	Measures	Targets	Initiatives

   Let the groups present their outputs.

Analysis and Abstraction

3. Get feedback from the other group. Agree on a final set of goal areas with key performance indicators, considering S-W-O-T results.

Application

4. Tell them that the goals and KPIs for both HRM and HRD, particularly HRD, will be the take-off point for HRD planning.

Session 8: Crafting of HR Philosophy and HR Vision

Objectives

At the end of the session, the participants will be able to:

- Write and agree on the proposed statements and key elements of the **HR Vision** and **Philosophy** for the province.

Time Duration

Two Hours
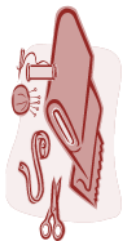
Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors

Procedure

1. Repeat the definition and features of a vision. Deliver an input on HR philosophy. Connect these two (2) outputs to PGLDN's HR attributes. The following are the highlights of an HR philosophy:

    - Provides and articulates the direction on how people in the organization will work;

    - Serves as a guide in decision making and choice of action;

    - Reflects a belief (set of beliefs) that have been essential and core to the character of the organization over the years;

    - Reflects set of values which are most important for the organization, are fundamental and enduring, and distinguish the organization from others.

Guide questions for the HR philosophy activity:

- *Is it a prime value?*
- *Does it guide "how" we do our work?*

Give examples.

Activity

2. Form two (2) groups, i.e., one to formulate the HR philosophy and the other on HR vision.

Analysis and Abstraction

3. Present proposed HR vision and HR philosophy. Discuss the outputs. Get initial agreements from the body, at least the important elements.

Application

4. Assign three (3) persons to prepare the draft proposed HR vision and HR philosophy which will be further validated by other key stakeholders in PGLDN on a later date.

Integration of Learning/Next Steps

Objectives

At the end of the session, the participants will be able to:

- Identify their most significant learning from the three-day training activity in a creative manner;
- State the next steps/next component; and
- Evaluate the training activity completed.

Time Duration

One Hour
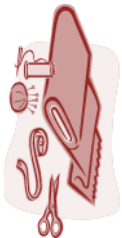
Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors

Procedure

1. Form four groups. Ask the groups to draw a symbol that would express their most significant learning from the three-day activity.

2. Let the groups present. Then, summarize the highlights of their presentations. Affirm their active participation for the 3-day training

3. Reiterate the objectives of the training and segue to the next steps.

4. Distribute the training program evaluation.

5. Close the program.

Part II: Validation Process for the HR Strategic Directions

This is a 5 to 10 day validation activity for the outputs of the HUMAN RESOURCE STRATEGIC PLANNING.

Objectives

- Provide comments to enhance the proposed provincial HR vision and philosophy which are aligned with the strategic directions of the province.
- Further validate and improve the proposed PHRMDO's vision, mission, strategic objectives and metrics (measures or indicators and initiatives).

Expected Output

- Comments and suggestions, agreements or disagreements with specific outputs: the HR philosophy and HR vision, the PHRMDO's vision, mission, strategic objectives and metrics.

Target Stakeholders who will help validate and improve the proposed or draft HR strategic directions previously

Group 1 – Top Management composed of the Governor and Vice-Governor with **13** Sangguniang Panlalawigan.

Group 2 – one batch of about **20 department heads**.

Group 3 – another batch of **20 heads/chiefs or supervisors**.

Group 6 – a total of **20 employees** from any of the **41 departments/offices/ facilities/hospitals.**

There will be a total of **4 workshops** composed of 20 participants each.

Grand total of respondents who will validate and improve the draft HR strategic directions = **74 respondents.**

Venue: an accessible, spacious function room able to accommodate a group of about 20 people (including lead-facilitator, co-facilitator, core or expanded team members, and one person who will document process and agreements, questions, and comments).

Who will conduct this workshop: Two groups may simultaneously run the validation workshop. The lead-facilitator with the core/expanded team will conduct the validation; co-facilitator may take a part based on their agreements. One other core or expanded team member will document process and agreements, questions and comments.

The rest of the core team members may at least observe or assist in the workshops.
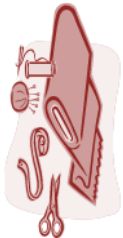
Materials Needed

1. Validation process PowerPoint slides showing the following:

    - objectives of the workshop (to include "*What's in it for them*" to stress the importance of their comments and questions);
    - expected outputs from the workshop;
    - brief overview of the project and its components;
    - some definitions on vision, HR philosophy, mission, HR, HRM-HRD, organizational anchors, strategic objectives or goals, metric, targets and initiatives; and
    - draft HR philosophy, HR vision and the PHRMDO's VMGS that need validation and enhancement (if needed).

2. Tape recorder for the documenter

3. Back up supplies like easel sheets, meta-cards and permanent parkers (a box of 12)

4. White or black boards

Helpful documents as bases for validation: the department or office or facility mandate and/or 3 –year development thrusts.

Procedure

1. Warmly greet the participants and thank them in advance for their presence and participation in the workshop.

2. Provide some introductions of the participants and the validation team.

3. Flash the PowerPoint slides for this validation process.

   - Present the objectives of the workshop and expected outputs; explain what's in it for them as officials and employees and what's in it for LDN.
   - Stress the importance of their involvement. You may ask the question – *"What's in it for you?"* Or *what do you think are the benefits of this consultation or validation activity.* Seek initial reactions or answers.

4. Give a short overview (rationale of HRD Planning for PGLDN) and situate where this validation step is in the process of the HRD planning.

5. Provide segue or link with HR strategic directions planning.

6. Give a brief context or perspective to the HR strategic directions setting, to wit: national and the organizational anchors of the HR strategic directions and eventually the HRD Plan. Focus on the department thrusts as direct anchor of the HR philosophy, HR vision, and the PHRMDO's VMGS.

7. Emphasize the link between these strategic directions to the development or enhancement of their learning and growth or development needs.

8. Encourage participants to ask questions at any point during the validation.

9. Present one at a time the following validation points. Define terms first prior to presentation of validation points.

Part 1 — Validation of the Provincial HR Vision and Philosophy

Step 1: Define HR vision and philosophy.

Step 2: Present the proposed PGLDN's HR vision and philosophy.

Step 3: Check alignment with their department or office development thrusts by asking the following questions.

Process Question 1: *"Does the proposed HR vision sufficiently describe the kind of human resources the PGLDN must have to realize its goals and that of your department mandates or thrusts?*

Or question: *"Does the proposed HR vision capture your own vision or 'panglantaw' about the employees?"*

Process Question 2: *"Can this vision statement be your own as well? What should we add or delete to make the vision statement your own?"*

Or question: *"What should we add or delete to make the statement capture your aspirations as an ideal worker/official in your department?"*

Or question: *"What additional characteristics/attributes/competence should the employees/ staff and officials of your department need to achieve its mandate and thrusts?"*

Or question: *"Does the proposed HR vision capture the kind of employees/HR PGLDN should have (5 years from now) to be able to meaningfully contribute to your department's mandate and thrusts?"*

Process Question 3: *"Does the proposed HR philosophy describe the needed set of beliefs and principles which should guide the human resources and HR services in the PGLDN?"*

Publish responses on the board to recognize participants' answers.

PART 2 — Validation of PHRMDO's V-M-G

Step 1: Revisit the definition of **vision.**

Step 2: Present the PHRMDO's vision.

Step 3: Check alignment with the HR vision.

> **Process Question1**: *"Is this proposed vision of the PHRMDO realistic and relevant? If this is what it wants to be 5 years from now, can it help you be a better employee/ official? "*

> **Process Question 2**: *"What should we add or delete to make the statement capture what you expect the PHRMDO to better serve you?"*

Step 4: Define **mission.**

Step 5: Present the PHRMDO's proposed mission

Step 6: Check alignment with the PHRMDO's vision

> **Process Question1**: *"Is this what PHRMDO should do as a mission to achieve its vision?"*

> Or question*: "How can PHRMDO help you do your job better if these are their roles?"*

> **Process Question 2**: *"What should we add or delete to make the statement capture what you expect the PHRMDO to do to better serve you?"*

Step 7: Define **strategic objectives/ goals and metrics** (measures, targets, initiatives). The facilitator should mention that the goals were the results of a S-W-O-T or environmental scanning.

Step 8: Present the PHRMDO's proposed goals and indicators for **HRM** and **HRD** (Facilitator does this one at a time).

Step 9: Check alignment of goals with the PHRMDO's vision and mission.

Process Question 1: *"Are the proposed strategic objectives/goals sufficient to improve the HR function of the PHRMDO?*

Process Question 2: *"Are you agreeable or not with the suggested measures or success indicators? What additional indicators can we add?"*

Publish responses on the board to recognize participants' answers.

10. Summarize agreements and suggestions for enhancements. Include items which the participants are not yet ready to agree with. State reasons the participants mentioned.

11. Tell what the participants may expect after the validation, i.e., all comments and agreements from various validation groups will be organized and analyzed so that the proposed validation points may be reformulated/re-crafted to capture key points of agreements from across the validation groups. Prime them about the next step or next component

12. Thank again the participants for sharing their valuable time and inputs to better capture the aspirations of the employees and officials for the organization and the HR growth environment all are a part of.

13. Request participants to give vitamin H (hug), an affirmation, to all. Let participants rub both hands, put hands apart and spread the warmth to each one including the core team; and last, rub again both hands and give the warmth to themselves by putting the warmth from their palms on their own cheeks.

After each workshop, the core and expanded teams is encouraged to hold a debriefing meeting to determine what went right, what went wrong, and to summarize validation results for the particular group.

Part III: Human Resource Development Planning

This 5-day training program design on Human Resource Development (HRD) Planning is the theoretical-simulation aspect of PART 4: the actual development of the multi-year HRD Plan.

Objectives

Explain the steps in developing an HRD Plan for the PGLDN anchored on the provincial strategic development vision, mission, development agenda, and the HR vision guided by the following:

- HRD framework and planning process;
- Concept of competency-based HRD planning: types of competencies, competency models, position profiles, person profiles, and competency gaps;
- Different kinds of HRD interventions;
- Budget estimation of interventions;
- HRD Plan implementation matrix;
- Importance of managing risks in implementing change and the value of sustained communication in the process; and
- Principles of monitoring and evaluating for results.

Apply the steps through workshop-simulations to arrive at an indicative HRD Plan:

- Organizational anchors of the HRD Plan: PGLDN's strategic development directions (VMG) with focus on priority reform agenda or development thrust for 2014-2016 and PGLDN's validated and approved HR strategic directions;
- PGLDN's HRD situationer: strengths and areas for improvement;
- Competency-based position profiles, person profiles, and competency gaps for HR positions and leadership/management positions using the CSC Leadership and HR competencies (the number of profiles will depend on the existing positions of the core team participants);

- HRD interventions of prioritized competency gaps for HR positions and leadership/management positions;
- Plan implementation matrix with budget estimates for 2014 prioritized HRD interventions;
- M & E Plan for the indicative HRD Plan;
- Risk Management Plan for the indicative HRD Plan; and
- Communication Plan for the indicative HRD Plan.

Program of Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Preliminaries Creating the Learning Environment Training Overview **Session 1:** "All Aboard"	**Management of Learning** **Session 4:** HRD Priorities for 2014-2016 **A.** Concept of Competency	**Management of Learning** Continuation of Session 4	**Management of Learning** **Session 5D:** Support Requirements	**Management of Learning** -continuation of Session 8 -
Session 2: Perspective Setting **A.** HRD Planning Framework	**B.** Position Profiling	**Session 5:** Implementation Matrix **A.** HRD Interventions	**Session 6 :** Cost Estimates for Year 1	**Session 9** : Change Management **A.** Risk Management Plan
L U N C H					
Session 2: Perspective Setting **B.** Strategic Directions of PGLDN **C.** PGLDN HR Strategic Directions **Workshop** on Organizational Core Competency Identification	**C.** Person Profiling	**Session 5:** **B.** Performance or Terminal Objectives	**Session 7:** Responsibilities in HRD Planning, Implementation & Evaluation	**Session 9:** **B.** Communication Plan
Session 3: PGLDN HRD Situationer	**D.** Competency Gaps and Prioritization of Gaps	**Session 5:** **C.** Outputs & Outcomes, Implementation Schedule	**Session 8 :** **A.** Monitoring & Evaluating the HRD Plan	**Integration of Learning Next Steps**
		Socials		

Creating the Learning Environment

Objectives

At the end of the session, the participants will be able to:

- Situate the component/training in the overall program;
- Identify their behavioural styles;
- Level off their expectations compare to the objectives of the component or training; and
- Set norms for the training.

Time Duration

One Hour and Thirty Minutes
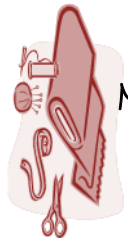
Materials Needed

- meta-cards
- permanent markers
- masking tape
- scissors
- participant's journal or notebook
- Behavioural Styles instructions (on PowerPoint)
- PowerPoint Presentation on the topic
- hand-out on the topic

Procedure

1. Conduct an Opening Program (Invocation, National Anthem, and Welcome Remarks).

2. Show the framework which situates the HRD Planning Training in the overall program.

3. Prime the participants for working together through a behavioural styles activity.

Activity
4. Do the following:
    a. Go through the instructions on PowerPoint.
    b. Give them time to answer the questions on their journals.
    c. Group the participants according to their behavioural style, i.e. controller, analyst, promoter, and supporter.
    d. Ask them to discuss the following as a group and to write their responses on manila paper:
        - Five greatest strengths
        - Five greatest weaknesses
        - Three greatest likes
        - Three greatest dislikes
        - What motivates you to do better
    e. Call on one representative from each group to report their responses.

Analysis and Abstraction
5. Present the characteristics of each behavioural style.

Application
6. End by telling them that through the activity, they get to know and understand each other better which will help them work together during this training and back at their workplaces.

7. With the same grouping, draw out their expectations by asking them:
    - What do you expect to happen in this five-day training?
    - What do you expect from the resource persons?
    - What can you contribute to make this training a success?

8. Let them write their responses on easel sheets and post outputs on the board. Take off from these responses and level-off, and then give an overview of the training. *(Flash PowerPoint slides on objectives and overview)*

Session 1: "All Aboard"

Objectives

At the end of the session, the participants will be able to:

- State the importance of a shared clear goal/objective;
- State the importance of one's participation; and
- Explain the four (4) other elements of an effective team working towards a common goal such as developing an HRD Plan for PGLDN.

Time Duration

One Hour
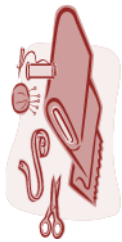
Materials Needed

- A 1 ½ feet by 1 ½ feet square marked figure (or 2 empty softdrink *"basho"* put together) placed in the center of the floor of the function room or garden outdoor for a group of 15 participants.
- PowerPoint slides on teambuilding (6 elements of an effective team)

Procedure

Activity

1. Give the following instructions:

   The objective of the activity:

   - On the marked figure or "*basho*," get as many people as you choose off the ground for 30 secs. The group must sing a song of its own choosing for the 30-second duration (as they are balancing themselves).

   The conditions of the activity:

   - No stacking or piggy-backing allowed on the marked figure.
   - If anyone's feet or foot touches the ground during the 30-seconds, everyone must begin again.

Safety measures:
- Forbid piggy-backing & stacking.
- Do not allow feet being stepped on.
- Observers may "SPOT" when group is unstable. (SPOT means staying at the back of some participants at the outer formation and watching out for participants who might fall)

2. Let the activity begin by allowing them to plan and try out strategy/strategies for about 10 minutes.

Analysis
3. After 3-5 attempts, process the activity by asking them the following questions. Ask for specific behaviours as responses, publish on the board:

   1) What helped them succeed?
   2) What hindered them?

4. Focus on responses pertaining to the following factors (6 elements of an effective team):

   - Goal (objective of the activity);
   - Roles (leader if any, who stayed in the inner or outer formation, basis/criteria for the formation or who stays where);
   - Procedures (planning, strategy, and rules);
   - Relationship (how comfortable are they with each other, the physical closeness of bodies in the game, the laughter);
   - Commitment (not giving up); and
   - Competence (knowing how best to strategize to achieve the objective of the activity).

Abstraction
5. Present inputs on PowerPoint about six (6) elements of an effective team and relate to published behaviours on the board.

Application
6. Ask them what they learned from the activity, and which of these lessons they can apply during this training and eventually during the coaching phase where they will produce the HRD Plan as a core team.

End with an anecdote (on PowerPoint) *'Commitment: Western View, Eastern View.'*

Session 2A: Perspective-Setting: HRD Planning Framework

Objectives

At the end of the session, the participants will be able to:

- Describe the HRD Planning Process Flow; and
- Explain the HR Systems Framework.

Time Duration

One Hour and Thirty Minutes
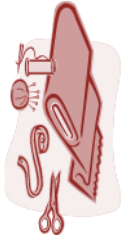
Materials Needed

- set of 14 cards with pre-identified words related to the HRD Planning Process Flow (refer to planning process flow)
- meta-cards
- permanent markers
- masking tape
- manila paper
- PowerPoint Presentations on:
    - HRD PLANNING (Perspective Setting)
    - HRD PLANNING (Process Flow)
- handouts on the topics

Procedure

1. Introduce the topic *"HR Development Planning: Key Elements and Process Flow."*

Activity: *"Human Flow Chart"*

2. Conduct the following activity on the HRD Planning process flow:

    a. Divide the participants into groups (not more than eight participants per group).

    b. Give them a set of 14 cards with words/phrases related to HRD Planning, one card for one participant.

c. Tell the groups that their task would be to sequence the cards-participants according to what they think is the logical flow of HRD Planning.

d. Ask them to assign a reporter to present the output of the group.

e. After the groups complete the activity, ask each group representative to present their output.

Analysis

3. Compare the outputs of the groups. Allow each group to comment on the output of the other group.

Abstraction

4. Deliver a lecture on the *"HRD Planning Process Flow"* on PowerPoint. And at the same time, let participants realize which group is closest to the right answer.

5. Present also the *"HR Systems Framework"*. Locate where the HRD Planning is in the framework, and provide a brief discussion on how each HR system is interrelated. Also, state here that HRD Planning is one component of HRM systems and is an accreditation or deregulation requirement for CSC PRIME-HRM Level 2, to wit – *"The agency must have an **HRD Plan** integrating the HRM systems and containing the agency's vision-mission and strategic goals, organizational chart and job description of all positions."*

Application

6. End by saying that the HRD Planning Process is the process the 5-day training will follow. To start said planning process, they need to listen to a resource person who will discuss step 1 of the HRD Key Elements and Process Flow – Strategic Plan (organizational anchors).

Session 2B: Perspective-Setting: Strategic Directions of PGLDN

Objectives

At the end of the session, the participants will be able to:

- Explain how PGLDN's development directions are aligned with the national thrusts, and later, how said directions are aligned with the HRD Plan.

Time Duration

Thirty Minutes
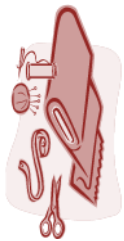
Materials Needed

- PowerPoint Presentation on: "PGLDN's Development Directions"
- handouts on the topic

Procedure

1. Invite the resource person to present the PGLDN's development directions in relation to the national thrusts. The alignment will be discussed.

2. Entertain questions and comments if any.

3. Emphasize the need to be grounded on these organizational development directions because these will serve as anchors to the multi-year HRD Plan.

Session 2C: PGLDN's HR Strategic Directions

Objectives

At the end of the session, the participants will be able to:

- State the validated PGLDN's August 2013 HR strategic directions, the HR vision and HR philosophy;
- Cite the enhanced PHRMDO's vision, mission and strategic objectives or goals (for HRM and HRD); and
- Cull possible core organizational competencies from the stated PGLDN vision, mission, goals and the PHRMDO's vision, mission and goals.

Time Duration

One Hour
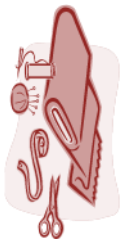
Materials Needed

- colored meta cards
- permanent parkers
- masking tape
- PowerPoint Presentation on" HR Strategic Directions"
- handout on the topic

Procedure

1. Call on the resource person to present the HR Strategic Directions of PGLDN. This session should cover the validated (from PART 3 of this guidebook) PLGDN's HR vision and HR philosophy, the PHRMDO's vision and mission, strategic objectives and metrics for its 2 main functions: HRM and HRD. Reiterate that 16 department heads and 14 core team members participated in the crafting of these HR strategic directions in August 2013 in Cebu City and validated-enhanced by 5 batches of key stakeholders including the governor and SP headed by the vice governor .

2. State that Sessions 2b and 2c are the bases or take off points of the HRD Plan.

Activity

3. Conduct a **workshop** on Organizational Core Competency Identification

    a. Group the participants into three.

    b. Instruct them to identify as a group, 6-8 **core competencies** that all PLGDN employees should possess and manifest. Reference should be PGLDN's vision, mission and values, and development goals, HR vision and philosophy. Distribute meta-cards for them to write on.

    c. Ask them to post their meta-cards on the board.

    d. Let each group present its output.

Analysis and Abstraction

4. Process with the participants the clustering of similar or related competencies. Label each cluster. Repeat the definition of core competencies.

Application

5. End the session by stating that these initial set of core organizational competencies will still require definitions and further validation from other stakeholders in PGLDN during the coaching phase.

Session 3: PGLDN's HRD Situationer

Objectives

At the end of the session, the participants will be able to:

- Identify by department by sector the various training activities conducted the past 2-3 years, the benefits and gains from said training activities; and
- Determine facilitating and hindering factors, and lessons learned in the conduct of the training activities in PGLDN.

Time Duration

One Hour and Thirty Minutes
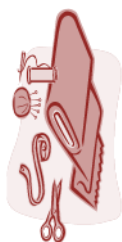
Materials Needed

- Template 5: Status of HRD Plan Implementation for each participant
- A copy for the Facilitator

Procedure

1. Introduce the topic.

Activity

2. Conduct a Workshop:

    a. Group the participants according to the sector that they belong, i.e., governance, social development, rural livelihood, and infrastructure.

    b. Tell them that their task as a sector is to identify the training activities conducted for their respective department the past 2-3 years; describe

the gains from the interventions, the facilitating & hindering factors in the implementation, and the lessons learned from the implementation experience.

Provide them with Template 5: Status of HRD Plan Implementation

---

Template 5: Status of HRD Plan Implementation

1. **Sector:** _____

Departments	Target Competency	Title of HRD Intervention	Status				
			completed	partial	on-going	postponed	scrapped

2. **Gains from Interventions**

Intervention	Outputs produced	Competencies demonstrated	Improvements in systems/ processes	Impact on service delivery	others

3. What factors facilitated the HRD intervention implementation? (be specific)	

4. What factors hindered the implementation of the HRD intervention?	What actions were taken?

5. What lessons can you draw from this experience in implementing HRD interventions in PGLDN? What would you do differently:	

---

3. Let each group accomplish the template.

Analysis and Abstraction

4. Allow them to present their outputs. Facilitator listens attentively draws out common strengths and areas for improvement for PGLDN, and publishes on the board.

Application

5. End the session by saying that the results of this assessment of the current HRD situation in PGLDN are one basis for doing things differently and more purposively. The lessons learned will be considered in the crafting of a multi-year roadmap called HRD Plan.

DAY 2

Session 4A: HRD Priorities for 2014–2016: Concept of Competency

Objectives

At the end of the session, the participants will be able to:

- Define competency;
- Differentiate the 3 types of competencies; and
- Explain the benefits of a competency-based HRD Plan.

Time Duration
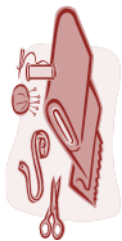
One Hour

Materials Needed

- meta-cards
- manila paper
- permanent markers
- masking tape
- scissors
- templates
- PowerPoint slides on the: "Understanding Competencies"
- handout on the topic

Procedure

Introduce the topic by delivering a lecture on *"Understanding Competencies"*— show first part until the Activity portion only.

Activity 1: *Competency Coins*

1. Form dyads among the participants.

2. Tell the participants that their task is as follows:

    Stack or arrange the "coins" in a manner that will best reflect their logical relationships and/or development sequence. A condition is that the "coins" should be connected by an arrow or an equal sign if they are not stacked. There is no limit in the number of "arrows" or "equal" signs.

3. Ask the groups to be ready to present their output.

Analysis
4. Facilitator comments on the output of each dyad.

Abstraction
5. Facilitator shows on PowerPoint on the ideal process of competency modelling and profiling.

Activity 2: *Role Play to present the benefits of competency-based HRM system-topic assigned to them.*
6. Group the participants into four:

    > Group 1 – Training and Development
    > Group 2 – Career Development
    > Group 3 – Performance Management
    > Group 4 – Rewards

7. Instruct each group to plan how they will role play the assigned topic

8. Let each group perform their role play.

Analysis
9. After each role play, comment on what was portrayed by the group

Abstraction
10. Continue lecture on *"Understanding Competencies."* (Flash PowerPoint) explaining 3 types of competencies. Provide examples. Also, explain the benefits

of a competency-based HRD Plan and how this affects other HRM and HRD-related systems.

11. Check for clarity of discussion. Elicit possible questions.

Session 4B: HRD Priorities for 2014–2016: Position Profiling

Objectives

At the end of the session, the participants will be able to:

- Describe components of a competency model;
- Differentiate position and person profiling; and
- Explain how position profiles are determined.
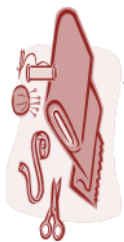
Time Duration

One Hour and Thirty Minutes

Materials Needed

- templates
- PowerPoint slides on the: "Understanding Competencies" and "Competency Modelling and Profiling."
- handout on the topic

Procedure

1. Deliver a lecture on competency profiling: components of a competency model, position profiling, and person profiling.

Workshop (for application of learning)

2. Conduct a Position Profiling simulated exercise on leadership competencies and HR profiling using the PGLDN's five (5) leadership competencies and the PHRMDO's technical HR Competencies.

    a. Divide the group by position:

    - Group 1 = department heads or supervisors
    - Group 2 = administrative officers

b. Let each group accomplish the position profile template. Show example below.

Ask the question: *"From the list of competencies your department requires to have to accomplish its mandate, which of the listed competencies does your position need to have?"*

Session 4C: HRD Priorities for 2014-2016: Person Profiling

Objectives

At the end of the session, the participants will be able to:

- Explain how person profiles are determined.
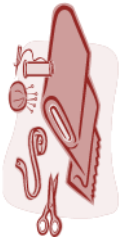
Time Duration

One Hour and Thirty Minutes

Materials Needed

- templates
- PowerPoint slides on the: "Understanding Competencies" and "Competency Modelling and Profiling."
- handout on the topic

Procedure

1. Deliver a lecture on *Person Profiling*.

Activity

2. Conduct a person profiling exercise on leadership competencies and HR profiling using the same competency model in the previous session. Show example below.

   Ask: *"From the previous list of competencies which you checked as required by your position, which competencies do you possess?"*

3. Ask the department heads to do the leadership competencies and the other group, to produce the HR technical person competency profiling.

4. Ask each group to report.

5. Facilitator provides comments by correcting mistakes and affirming good work.

Session 4D: HRD Priorities for 2014–2016: Competency Gap Determination and Prioritization

Objectives

At the end of the session, the participants will be able to:

- Determine competency gaps; and
- Prioritize competency gaps based on a set of criteria.

Time Duration

Four Hours
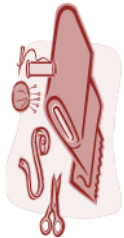
Materials Needed

- templates
- PowerPoint slides on the: "Competency Modelling and Profiling."
- handout on the topic

Procedure

1. Proceed with determining competency gaps by comparing the results of the position profiles and the person profiles. Deliver an input on how to determine competency gaps. Show and discuss the template below.

2. Let us first put numbers or proficiency requirements per competency (see column 2) to be able to facilitate competency gap determination. Show example below.

   Now, accomplish your person profile versus position profile to determine competency gap, if any.

3. Then, let us get the average gap per competency for persons occupying the same position title or same employee group.

PGLDN's Employee Groups:

Level 1 Proficiency level required (salary grade 1-10)	Level 2 Proficiency level required (salary grade 11-17)	Supervisors Proficiency level required (salary grade 18-23)	Executives/ Managerial Proficiency Level required (salary grade 24 & above)

4. Let the participants do the exercise on competency gaps and averaging of gaps per competency per employee group. Ask the department heads to do the leadership competencies and the other group to produce HR technical competency gaps.

5. Ask each group to report.

6. The facilitator provides comments by correcting mistakes and affirming good work.

Continuation of Session 4D: HRD Priorities for 2014-2016 - Competency Gap Determination and Prioritization

7. Proceed with prioritization of competency gaps. Provide the guide questions to help the participants determine the level or score of the competency gaps based on Seriousness, Urgency, and Growth potential (S-U-G). Ask the participants to analyse the gap and state the reasons for the rating for each criterion.

Guide questions for each criterion:

(Original) Priority Criteria

Seriousness means:	Urgency means	Growth Potential means:
What are the current negative effects of this competency gap? - On your department service targets? - On your clients? - On PGLDN performance and image? - On cost?	How much time does the PGLDN have to address this competency gap before action becomes irrelevant? Any set deadline?	What will happen if this competency gap is not addressed? Will this concern be bigger if not attended to immediately?

PGLDN Enhanced Criteria for Prioritizing Competency Gaps

Seriousness means...	Urgency means...	Growth Potential means...
High has a score of 3. This means big negative impact/effect on PGLDN performance/productivity, costs and image. **Medium** has a score of 2. This means substantial negative impact/effect on PGLDN performance productivity, costs and image. **Low** has a score of 1. This means minimal negative impact/effect on PGLDN.	**High** has a score of 3. This means response to the gap must happen within the year. **Medium** has a score of 2. This means response to the gap must happen within 2 years. **Low** has a score of 1. This means response to the gap must happen within 3 years.	**High** has a score of 3. This means the gap/concern will affect/spread and negatively affect other competencies. **Medium** has a score of 2. This means the gap/concern will grow. **Low** has a score of 1. This means status quo, the gap will not grow.

Conduct a demonstration on prioritizing competency gaps using the outputs of the previous workshop. Show template below.

Prioritized Competency Gaps	Seriousness	Score	Urgency	Score	Growth Potential	Score	Total Score

8. Let the participants do the exercise on competency gaps previously identified. Ask the department heads to do prioritization of the leadership competency gaps and the other group to produce HR technical competency gaps.

9. Ask each group to report when ready.

10. Facilitator provides comments by correcting mistakes and affirming good work.

Session 5A: Implementation Matrix: Human Resource Development Initiatives

Objectives

At the end of the session, the participants will be able to:

- Explain the parts of the **Template on Implementation Matrix for Year 1**;
- Describe the various possible HRD interventions or initiatives to address competency gaps; and
- Identify an HRD intervention or initiative for the assigned prioritized competency gap.

Time Duration

Forty-Five Minutes
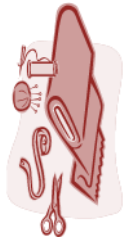
Materials Needed

- template/hand-out on the topic: Implementation Matrix
- PowerPoint on the HRD Interventions

Procedure

1. Proceed to an explanation of the Implementation Matrix for Year 1 and its columns; and an input on the possible HRD interventions (*flash PowerPoint slides)* to guide the participants in identifying their own HRD interventions in relation to their identified priority competency gaps.

Priority gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Outcomes	Target Pax			Planned Schedule				Support Requirements		
					No.	Dept	Positions	Q1	Q2	Q3	Q4	Budget	Logistics	others

Provide examples for each type of HRD Intervention:
- o   Training
- o   Education
- o   Scholarship
- o   Coaching/Mentoring

2. Form four (4) groups. Assign a competency gap identified from previous session to each group who will propose an HRD intervention.

3. Ask each group to report when ready.

4. The facilitator provides comments by correcting mistakes and affirming good work.

Session 5B: Implementation Matrix: Terminal/Performance Objectives

Objectives

At the end of the session, the participants will be able to:

- Describe a S-M-A-R-T objectives; and
- Formulate a set of major S-M-A-R-T objectives for the assigned HRD intervention.
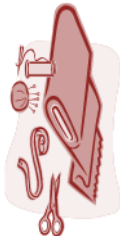
Time Duration

One Hour

Materials Needed

- template/hand-out on the topic: Implementation Matrix
- PowerPoint on the Terminal/Performance Objectives

Procedure

Begin by showing the template of the HRD Plan Implementation Matrix. Discuss in more detail the element Terminal/Performance Objectives *(flash PowerPoint)*.

1. With the same grouping, ask them to develop a set of major S-M-A-R-T objectives.

Priority gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Outcomes	Target Pax			Planned Schedule				Support Requirements		
					No.	Dept	Positions	Q1	Q2	Q3	Q4	Budget	Logistics	others

2. Ask the groups to report.

3. Lead the critiquing of the outputs.

69

Session 5C: Implementation Matrix: Target Outputs & Outcomes

Objectives

At the end of the session, the participants will be able to:

- Determine target outputs & outcomes for the identified HRD intervention's objectives.

Time Duration

One Hour
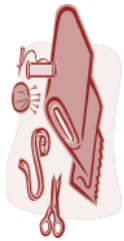
Materials Needed

- template/hand-out on the topic: Implementation Matrix
- PowerPoint on the Target Outputs and Target Organizational Outcomes

Procedure

1. Let the participants focus on columns – Target Outputs and Target Organizational Outcomes. Explain each. *(Flash PowerPoint on these 2 items).*

2. Refer to the same matrix below.

Priority gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Outcomes	Target Pax			Planned Schedule				Support Requirements		
					No.	Dept	Positions	Q1	Q2	Q3	Q4	Budget	Logistics	others

3. With the same grouping, ask them to develop a set of major S-M-A-R-T objectives

4. Ask the groups to report.

5. Lead the critiquing of the outputs.

DAY 4

Session 5D: Implementation Matrix: Target Participants, Implementation Schedule, and Support Requirements

Objectives

At the end of the session, the participants will be able to:

- Determine number of target participants (those who have identified the competency gap as high), the department they belong and their position titles;
- Determine the target quarter of the year when the HRD intervention is to be implemented; and
- Identify support requirements for the implementation of said intervention.

Time Duration
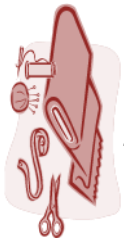
One Hour and Thirty Minutes

Materials Needed

- template/hand-out on the topic: Implementation Matrix
- PowerPoint on the Target Participants, Implementation Schedule and Support Requirements

Procedure

1. Let the participants focus on columns – Target Participants, Implementation Schedule, and Support Requirements. Explain each element. (Flash PowerPoint on these 3 items).

2. Refer to the same matrix below.

Priority gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Outcomes	Target Pax			Planned Schedule				Support Requirements		
					No.	Dept	Positions	Q1	Q2	Q3	Q4	Budget	Logistics	others

3. With the same grouping, ask them to develop a set of major S-M-A-R-T objectives

4. Ask the groups to report.

5. Lead the critiquing of the outputs.

Session 6: Cost Estimates for Year 1

Objectives

At the end of the session, the participants will be able to:

- Differentiate direct, indirect, and major costs; and
- Estimate the cost of an HRD intervention.
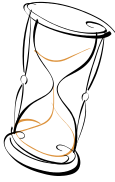
Time Duration

One Hour and Forty-Five Minutes
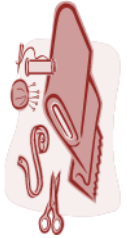
Materials Needed

- PowerPoint on Cost Estimates for Year 1
- template or matrix-handout on the topic

Procedure

1. Discuss the need for estimating the costs of the HRD interventions. Explain each component. Deliver a lecture on the topic *(flash PowerPoint)*.

   Show template with example *(Cost Estimate for HRD Intervention 2014)*. Walk through each part.

Cost Estimate for HRD Intervention (Calendar Year 2014)

| Proposed HRD Interventions | Duration | Number of Participants | Consultant's Services Fees (PSF) | | | | Out-of-Pocket Costs (OPC) | | | | | | | TOTAL |
			Pre-Implementation	Implementation	Post-Implementation	Sub-Total	Supplies and Materials	Printing and Reproduction	Venue and Accommodation	Transportation	Communication	Miscellaneous/ Contingency (10% of OPC)	Sub-Total	
Teambuilding	3 days	25	Design: 10,000	10,000/ day x 3	Training report: 2,000	42,000	Handouts, markers, easel sheets, kits, etc 200.00 x25pax= 5,000	2,000	3,000 x 3 days= 9,000	Plane fare plus = 10,000	Load 500	2,650	29,150	
T O T A L S														

2. Conduct the workshop on estimating costs given their assigned HRD intervention. Let the participants complete matrix or template on cost estimates for Year 1.

3. Ask them to present their outputs

4. Lead the critiquing of the outputs.

Session 7: Responsibilities in HRD Planning, Implementation & Evaluation

Objectives

At the end of the session, the participants will be able to:

- Identify the key stakeholders who have roles & responsibilities in HRD planning, implementation and evaluation; and
- Cite each key group or key person's roles and responsibilities.

Time Duration

One Hour and Thirty Minutes
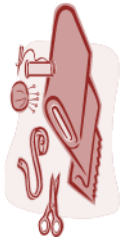
Materials Needed

- meta-cards
- manila paper
- permanent markers
- masking tape
- scissors

Procedure

1. Provide a transition statement that there are roles to be played by other groups other than the PHRMDO. The latter only spearheads the process.

2. Form 7 groups, each is to identify roles & responsibilities of the following:

   Group 1 – Employees
   Group 2 – Supervisors
   Group 3 – department heads
   Group 4 – Core/Expanded Core Team
   Group 5—PHRMDO
   Group 6 – Governor
   Group 7 – the SPs

3. Ask the groups to report.

4. Facilitate the critiquing of the outputs by drawing out first the comments from other groups.

5. Agree on proposed list of responsibilities for each group.

Session 8: Monitoring and Evaluating the HRD Plan

Objectives

At the end of the session, the participants will be able to:

- Explain the importance of and need for monitoring and evaluating the HRD Plan implementation and the HRD interventions;
- Accomplish the M & E Plan using the Kirkpatrick model and the Results-Based Monitoring & Evaluation (RBME) tool; and
- Agree on an M & E Plan and Report Templates.

Time Duration

One Hour and Thirty Minutes
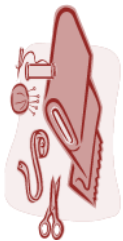
Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- template
- PowerPoint on PGLDN M&E: Results-Based M & E and Kirkpatrick models and tools.
- hand-out on the topic

Procedure

1. Present the monitoring and evaluation inputs (*flash PowerPoint).*

2. Reiterate the following points:
   - That the M & E component of the HRD Plan looks at two levels, namely:

     1) monitoring and assessing HRD interventions using Kirkpatrick's 4 Levels of Evaluation, and 2) monitoring and assessing target

organizational outcomes in terms of effectiveness, efficiency and sustainability using an RBME tool.

- That the Kirkpatrick model and the RBME tool show different but related sets of performance indicators.

3. Show Kirkpatrick's M & E template for monitoring HRD interventions with example below. Walk through each part.

Monitoring and Evaluation Plan

Intervention Title	Service Delivery Excellence Program (in house) (Core 2)
Planned Schedule	Q4
Target Learners (Office/Positions)	PGO, PHRMDO, PASSO, PIAO, GSO, ADMIN, PSWDO, PDRRMO, PPO, PRMC
Number of Participants	115
Financial Requirement	297,200 for 3 years
Source of Funds	

Levels of Evaluation	Indicators (What will you measure?)	Methods/ Tools	Data Sources	Schedule	Person/s Responsible
Level 4: Desired Outcome	Installed Excellent Service Delivery System in PGLDN	Documents Review Interview of the participants & clients	M & E Report	Every 6 months	Learning & Development Management Team
Level 3: Application	Implemented Service Delivery Excellence Program (SDEP) Action Plan	Documents Review Interview of the participants	M & E Report to be accomplished by supervisor to be submitted to PHRMDO-Learning & Development Management Team	quarterly	Dept. supervisor

Level 2: Learning	At the end of the 2-day training, participants will be able to: 1. define and explain what is customer service excellence; 2. Recommend measures to build customer-friendly organization by improving existing service standards; 3. Streamline service delivery systems and processed in their respective offices.	Documents Review	Training outputs	End of training	Learning & Development Management Team with Dept. supervisor
Level 1: Learners' Reaction	Achievement of seminar objectives; Favorable feedback on effectiveness of learning environment.	Documents Review Interview of the participants	Training Evaluation questionnaires	End of training	Learning & Development Management Team with Dept. supervisor

Also, explain Parts I and II of Kirkpatrick's **HRD M & E Report** template below. This report shall be accomplished by the assigned HR focal persons of each department in the PGLDN every month or quarter then submitted to the M & E Team.

HRD Monitoring and Evaluation Report

Part I: HRD Plan Execution

This section summarizes the planned and actual number of learners, schedule and budget for a given year; reasons for any deviations between planned and actual targets, action taken (if any); and recommendations to address deviations and/or to ensure achievement of targets.

Intervention	Target Number of Learners*	Actual Number of Learners*	Planned Schedule	Actual Schedule	Financial Requirements (Budget)	Actual Expenditure	% Over- (or Under-) Budget

*Note: Specific deviations in Target Leaners' position and office may be captured in **Part 2 M&E Report on HRD Intervention**.*

Reasons for Deviations in Number of Learners, Schedule and Budget, and actions taken (if any)

Recommendations to address the deviations and/or facilitate achievement of set targets.

Part II. M&E Report on HRD Intervention
(Note: this part needs to be completed for each intervention)

Intervention Title:			
Planned Schedule		Actual Schedule	*(Indicate actual schedule here, then check if on schedule or delayed)* ___ On schedule ___ Delayed
Target Learners (Office, Positions):		Changes in Learners' Office and Position, if any	
Number of Target Learners:		Actual Number of Learners	
Financial Requirements:		Actual Expenditure:	*(Indicate actual expenditure here, then compute % over- or under- budget)* ____% over- (or under-) budget

Levels of Evaluation	Indicators (What will you measure?)	Actual Accomplishments	Gaps	Reasons for Gaps	Recommendations
Level 4: Desired Outcomes					
Level 3: Application					
Level 2: Learning					
Level 1: Learners' Reaction					

What factors facilitated the accomplishments?

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

What factors hindered the accomplishments?

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

4. Conduct a workshop accomplishing Kirkpatrick's M & E Plan template plugging in the data from the Target Outputs and Target Organization Outcomes columns of the Implementation Matrix template of the previous session on Implementation Matrix.

5. Reiterate the need to translate outputs and specially outcomes into measurable indicators.

6. Segue to monitoring and evaluating target organizational outcomes. Focus on the M & E Plan Template using the RBME template below (with an example). Walk through each part.

Results-Based Monitoring and Evaluation Plan

Results	Indicator	Description		Base	Target			How to Get/Manage Data				
		Unit	Disaggregation		Year 1	Year 2	Year 3	Data Source	Frequency	Person Responsible	Cost	Location of Data
1. More effective & efficient HRMD	Change in CSC accreditation level	Level	By Level	1	2	2	2	HR documents		Eugenie Pusing		PHRMDO
	Change in LGPMS rating	Performance Index	By Performance Area	Good	Excellent	Excellent	Excellent	SLGR	Annual	Siegfred Pepito		PPDO

7. In plenary, present a blank template then conduct a quick exercise accomplishing said template gathering data from the participants themselves.

8. End the session by reminding the participants that during actual preparation of the HRD Plan, the M & E component needs to be accomplished through a plan and subsequently a report to determine status of the HRD Plan interventions and implementation.

DAY 5

Session 9A: Change Management Strategy 1: Risk Management Plan

Objectives

At the end of the session, the participants will be able to:

- Define change and the change process;
- Explain the need to manage change;
- Describe the importance of a Risk Management Plan as one strategy to manage target changes; and
- Craft an indicative Risk Management Plan.

Time Duration

One Hour and Thirty Minutes
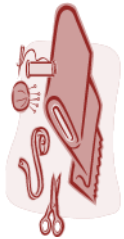
Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- PowerPoint on A Glimpse of Change Management
- handout on the topic

Procedure

Activity

1. Begin the session with an introductory exercise to be done individually, as follows:
   a. Ask them to think of changes that they have done or implemented in their homes.

b. Tell them to choose two changes: one that they carried out easily without having much time to decide in implementing it, and 2) one that took them long to decide on pushing through with it.

c. Let them write in their journals.

Analysis

2. Pose the questions and publish on the board the participants' responses:
   - What helped you implement the change?
   - What made it difficult for you to implement the change?

Abstraction

3. Proceed with the lecture on change, change process, and change management. Focus on the change management strategy 1, that is, Risk Management Plan. Explain template. *(Flash PowerPoint).* Note that change management strategy 2 which refers to Communication Plan will be explained in the next session.

4. Define risks (which are commonly called potential problems), explain the need to manage risks (which are usually unplanned, usually unpredictable, and are changes), and expound on the need to identify and manage risks to minimize the possible negative effects. (Flash PowerPoint)

Application

5. Form 2 groups. Conduct the workshop on risk management plan applying the inputs/learnings in the context of HRD Plan implementation. Provide the template. Show an example. Explain headings. *(Flash PowerPoint)*

- Write the risks or potential problems.
- Determine the potential or likelihood of the risk from happening. Rate High, Medium or Low.
- Again, determine impact or effect of the risk. Rate High, Medium or Low.
- Describe possible preventive actions. Answer the question: *"what can we do to stop it from happening?"* or *"what can we do to avoid the risk from happening?"*
- Identify possible mitigating actions or actions to lessen the impact of the risk.
- Determine who or which office is in-charge of the actions.

RISKS	POTENTIAL/ LIKELIHOOD	IMPACT/ EFFECT	PREVENTIVE ACTION	MITIGATION APPROACH	RESPONSIBLE OFFICES/ CENTERS
1. A significant number of PGLDN employees may not support and appreciate the strategic HRD Plan	M	H	• Orientation per department; • Memo signed by Provincial Governor. • Department Heads to remind their staff during their monthly meetings the desired outcome and benefits of the HRD plan. • Reminder to department heads of their significant role in the HRD of their respective employees and that HRD is not the sole responsibility of the PHRMO • PHRMO to give update once a month during the flag raising ceremony	• Issuance of Executive Order implementing the HRD Plan • Issuance of SP Resolution adopting the HRD Plan implementation • Call the attention of the Department Head. • Implementation Update in each department to be submitted to HR.	Governor Vice Governor Provincial Administrator Department Head Core Team

6. Have them present their outputs one at a time

7. Facilitator elicits comments from the other group and gives own comments to enhance the indicative risk management plan. Remind the participants that this plan needs further review and finalization towards the later phase of the CINA process-PART 4.

Session 9B: Change Management Strategy 2: Communication Plan

Objectives

At the end of the session, the participants will be able to:

- Describe the importance of a Communication Plan as another strategy to manage target changes; and
- Craft an indicative Communication Plan for the HRD Plan.

Time Duration

One Hour and Thirty Minutes

Materials Needed

- manila paper
- permanent markers
- masking tape
- scissors
- PowerPoint on the topic
- hand-out on the topic

Procedure

1. Deliver the inputs on communication planning as part of managing the changes the HRD Plan will entail.

2. Break the group by target audience:

   - Governor and SPs headed by the Vice Governor
   - Department heads and supervisors
   - Employees (rank and file)
   - External clients e.g. funding agencies, CSC, DBM

3. Let them accomplish the template below, applying the learnings from the lecture. Show Template with example.

Do this by Plan Phase: Planning, Implementation, Evaluation

Target Audience	Desired Results	Core Messages	Medium of Communication	Office/ Person Responsible	Frequency /Time Frame	Resources Needed/ Budget Allocation

- Write the key messages for their assigned target audience (customize) and timeframe.
- Determine desired result for the organization and desired result for the employee or officials.
- Choose the appropriate medium for communication and frequency of communication.
- Determine size of audience (large or small) and their readiness for change as these two are the bases for the medium of communication and the message, respectively.

4. Have them present their outputs one at a time.

5. Facilitator elicits comments from the other group and gives own comments to enhance the indicative Communication Plan. Remind the participants that this plan needs further review and finalization towards the later phase of the CINA process-PART 4.

Closing Ceremony and Integration of Learning

Objectives

At the end of the session, the participants will be able to:

- Articulate the HRD Planning Process;
- Affirm each other for a job well done;
- Evaluate the conduct of training; and
- Receive their certificates of participation.

Time Duration

One Hour
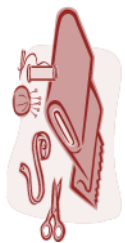
Materials Needed

- symbols
- reflection music
- training objectives on PowerPoint

Procedure

1. Integrate the learning from the 5-day training program by conducting the following activity:

   Provide the 14-piece meta-cards (refer to the 'Human Flow Chart steps" used during **Session 2-A),** one meta-card per participant. Ask the participants to form the human flow chart. This integration activity will indicate if the planning steps are internalized by the participants. The participants may do a self-check while the facilitator affirms or reminds steps that are remiss.

   Flash on screen the objectives of the 5-day training and ask the participants if each of the objectives were met.

2. Then, let the participants form a big a circle in an open space in the function room. All must be seated.

3. Give each participant an envelope of 5 cut-outs of the following symbols. Closed envelop at the start.

   - A smiley face = which means *"I am happy that you are here"*
   - A hand = which means *"I am glad to know you"*
   - An anchor= which means *"I will support you all the way"*
   - A blossoming tree = which means *"I believe in your potential"*

   Let them open the envelope and retrieve the smiley face, to look for the participant they like to give these symbols to. They should put the name of the person at the back of the symbol. Allow them now to write the name of the participant they like to give the other symbols to. Give them some time to do this.

   Once all are done with writing the names on each of the symbol, give the cue to get the smiley face symbol from their envelope and hand it over to the person on their right. Next, allow them now to stand and quietly approach the person they like to give the other symbols to.

4. Pause and let them savour the positive feelings they have at this point. End this particular affirmation activity with a vitamin H-hug (rubbing the hands and spreading the warmth to each one).

5. Provide evaluation sheets to the participants to accomplish.

6. Have a short closing ceremony:
   - Giving of certificates of participation
   - Some closing message
   - Closing prayer of thanksgiving, and
   - Picture-taking.

Part IV: Process for the Competency Identification and Needs Assessment (CINA) and Crafting the HRD Plan Components for the Provincial Government of Lanao del Norte

Objective

At the end of the CINA process, the core and expanded team will be able to produce a 3-year HRD Plan aligned with organizational and department anchors, with the following milestones:

1. A set of validated **core** competencies;
2. A set of validate **leadership** competencies;
3. A set of validated critical **technical** competencies for each department covered in the Plan;
4. Position Profiles for positions covered in the Plan;
5. Person Profiles of positions covered in the Plan;
6. Competency Gaps;
7. Prioritized competency gaps vis-a-vis S-U-G criteria for 3 years;
8. Proposed HRD Interventions or Initiatives for prioritized gaps;
9. Implementation Matrix for Year 1 Proposed HRD Interventions;
10. Cost Matrix for Year 1 HRD Interventions;
11. Scholarship Matrix for Year 1;
12. Change Management Plans:
    a) Risk Management Plan
    b) Communication Plan
13. Monitoring and Evaluation Plan.

Expected Output

- A medium-term (3-year) HRD Plan

Target Departments to be covered by the Plan: All departments.

Venue: An accessible, spacious function room able to accommodate about 20-30 participants for workshops, group consultations, or focus group discussions (FGDs) and write-shops.

Human Resources needed: Core team member-facilitators (the number of which is dependent on the number of departments to be covered; ratio= a team of 2 facilitators per 20-staff department or office). The process and results for each step of the way must be organized and documented on excel for database, averaging, linking and summary purposes. The number of target department-staff must be manageable for a buddy system of 2 facilitators.
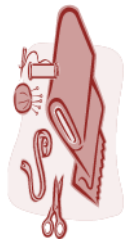
Materials Needed

1. PowerPoint slides showing the following – *(flash attached PowerPoint slides)*
   - objectives of the CINA (to include **"What's in it for them"** to stress the importance of the target employees and department heads' involvement in terms of providing data, comments and questions, and feedback);
   - expected outputs and outcomes;
   - brief overview of the process to include definitions and examples; and
   - process instructions to include competency tools or questionnaires and aids on Excel on PowerPoint slides**.**

2. Back up supplies like easel sheets, meta-cards and permanent parkers.
3. White or black boards.
4. One laptop for each Core or Expanded Team of 2.
5. Department Position Profile questionnaires.
6. Department Person Profile questionnaires.

Helpful documents as bases for CINA: alignment of organizational anchors with the department or office or facility mandate and **new or emerging** development thrusts, functional charts; Competency Dictionary (if available) for the department undergoing CINA.

 Procedure

1. Warmly greet the employee or participants and thank them in advance for their presence and participation in the CINA.

2. Provide some introductions of the department participants and the core or expanded team members.

3. Present the objectives of the CINA and expected outputs; explain what's in it for them as officials and employees and what's in it for PGLDN. *(Flash PowerPoint slides – **Session on Understanding Competencies** edited version without the small group activities).*

   Stress the importance of their involvement. You may ask the question – *"What's in it for you and your department or organization?"* Or what they think are their benefits in this consultation or validation activity. Seek initial reactions or answers.

4. Give a short CINA Overview (rationale, the other processes), and situate where this CINA is. Provide segue or link from the PAHRODF-HRD Planning Project. Emphasize the link between the CINA and the development or enhancement of the learning and growth or development at the department and individual levels. *(flash PowerPoint slides – **Session on: Competency Modeling** edited version)*

5. Encourage participants to ask questions at any point during the process.

6. Present one at a time CINA definition of terms, steps or mechanics.

Say that *"the department technical competencies (also Core and Leadership competencies) should be aligned with the PGLDN's organizational and department anchors."*

(Flash PowerPoint CINA steps, one at a time)

Present the 3 types of competencies the HRD Plan will focus on:

FUNCTIONAL COMPETENCIES

CORE COMPETENCIES	LEADERSHIP	TECHNICAL
COMPETENCIES that relate to the organization's values, mission and strategy	**COMPETENCIES that relate to the skills needed to perform leadership or managerial work and processes**	**COMPETENCIES that pertain to specific bodies of knowledge and skills required to perform the defined activities in an industry, function or job**
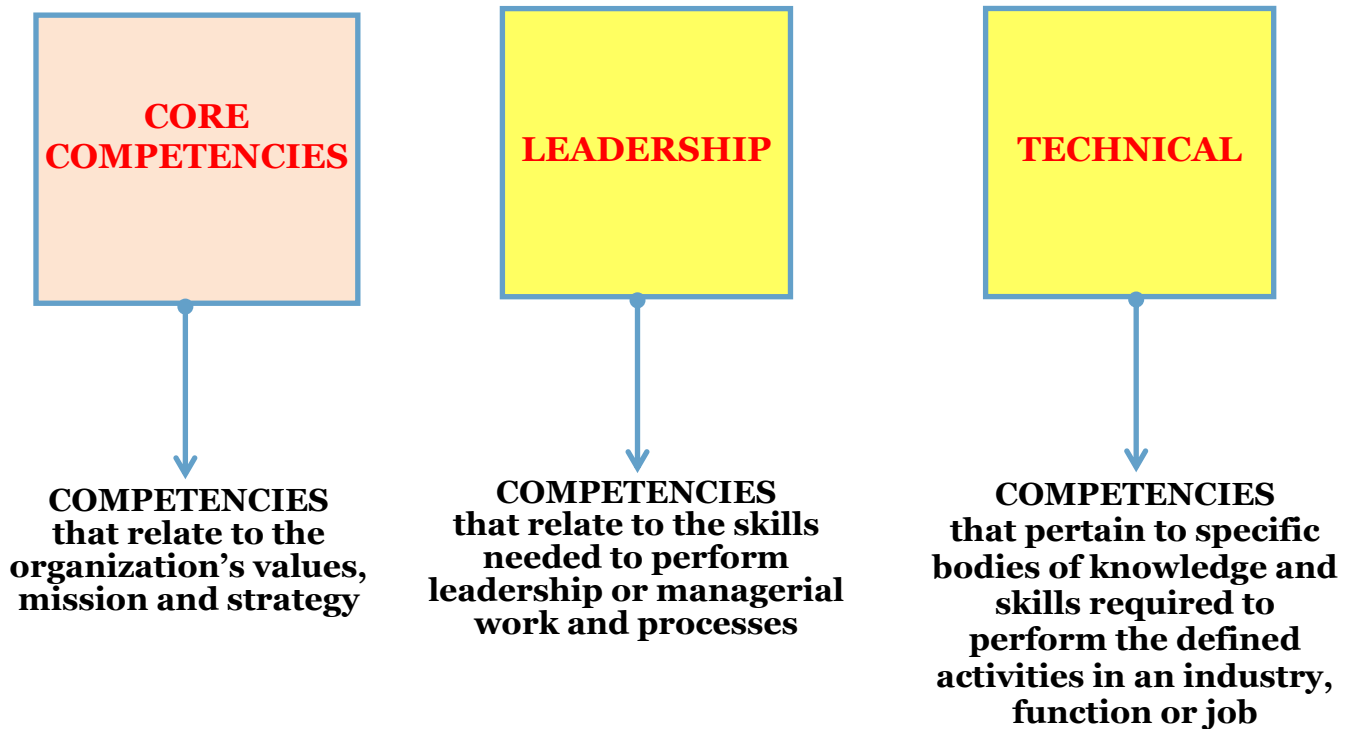
Step 1 – Analyze Documents and Other References

❑ Review secondary documents such as department mandates/thrusts, job descriptions or PDFs, functional charts with department/office head, and SSIs.

❑ Review available competency inventories or dictionary from other provincial LGUs (if any)

APPROACHES/SCHEMES
For going through the various processes of Competency Modeling

Secondary Data Sources	Identifying Competencies	Validation
Review of Relevant Literature	☑	☑
Data from existing documents		
• Job Description		
• Job Analysis / Audit Reports		
• Performance Assessment Reports		
• Work / Output Samples		

Step 2 – Draft Initial Competencies

❑ Identify tentative list of technical competencies

Purpose of Steps 1 & 2

To draw out a list of technical competencies the department employees must possess to be able to realize its mandates/functions/thrusts.

Step 3 – Filter and Screen Technical Competencies

❑ Agree on the list of technical competencies and sub-competencies or sub-definitions that are:

- **Critical to the performance of the department/office/facility (MUST HAVE);** and
- **Desirable (GOOD/HELPFUL TO HAVE)** competencies (optional).

❑ Define each competency by referring to department mandates, functional charts, research, and a discussion with the department head that will be helpful in developing the definition of each technical competency.

❑ Determine **initial proficiency levels** for each critical (and desirable competency) per employee group

Step 4 – Validate Technical Competencies and Proficiency Level Requirements

❑ Department/office head sits and discusses with division/section chiefs or with best performers in the office to validate the **list of technical competencies and sub-competencies or sub-definitions that are critical** (and desirable) to identified employee groups, and

❑ Validate **proficiency levels** for each critical (and desirable) competency per employee group with department heads, assistant department heads and division chiefs. This is called **Position/Employee Group Profile.**

APPROACHES/SCHEMES
For going through the various processes of Competency Modelling

Primary Data Sources	Identifying Competencies	Validation
Direct Observation		
Survey/Use of Questionnaires	☑	
Interviews/One-on-one sessions		
• with incumbents	☑	☑
• with superiors/peers	☑	☑
Focus Group Discussion	☑	☑

Step 5 – Position Profiling per Employee Groups with Proficiency Levels

Example of Steps 4 &5

Position/Employee Group Profile

Department name: PEO   **Date accomplished: _____**

PGLND Sectoral Goal(s) the department
is aligned with: _____
Department mandate: _____
Thrusts: _____
Competency levels or rating (Rubric):

1= BASIC	2= INTERMEDIATE	3= ADVANCED	4= SUPERIOR
Performs and completes tasks as instructed **with assistance or supervision.**	Responds to issues/concerns; seeks responses/ strategies **with little/some supervision.**	Adheres/complies with set standards efficiently in performing tasks **with independence or no supervision.**	Inspires others, influences changes, and creates opportunities, **able to innovate or teach others**.

A. Technical Competencies and sub competencies /definitions	Level 1 Proficiency level required (salary grade 1-10)	Level 2 Proficiency level required (salary grade 11-17)	Supervisors Proficiency level required (salary grade 18-23)	Executives/ Managerial Proficiency required (salary grade 24 & above)

1. Planning and Programming				
• Ability to set priorities and identifying the scope, allocating and sequencing resources.	2	3	4	4
• Ability to prepare detailed engineering design in accordance to standard specs.	2	3	4	4
• Ability to conduct mechanical, electrical and electronics detail engineering design viz standard specs	3	3	3	4
• Ability to conduct fleet operations, planning, organizing preventive and corrective maintenance of light/heavy equipment	4	4	4	4
2. Contract Management				
• Ability to organize process and manage records and accounting related works	2	3	3	4
• Ability to maintain inventory of equipment and manage its disposition	2	3	4	4

❑ Proficiency levels will use the following rubric or competency level or rating shown below.

❑ Define what a rubric is and its importance. A rubric is an explicit set of criteria used for assessing a particular type of work or performance. A good rubric describes levels of quality for each of the criteria, usually on a point scale. And, the rubric levels are stated in behavioral terms.

❑ The PGLDN HRD Planning process uses a rubric culled from a pattern or trend which the CSC and a tendered (or outsourced) competency model

showed. This pattern will be used consistently for the three (3) types of validated sets of competencies to make it user-friendly but which still tries to capture the essence of a rubric.

Competency Levels or Rating (Rubric)

1= BASIC	2= INTERMEDIATE	3= ADVANCED	4= SUPERIOR
Performs and completes tasks as instructed **with assistance or supervision.**	Responds to issues/concerns; seeks responses/ strategies **with little/some supervision.**	Adheres/complies with set standards efficiently in performing tasks **with independence or no supervision.**	Inspires others, influences changes, and creates opportunities, **able to innovate or teach others**.

Step 6 – Person Profiling

Example

Person Profile

Name: _____   Date accomplished: _____

Position Title: _____   Department:

Instructions:

1. For each identified competency found in column 1, please put in **column 3** the proficiency level you currently possess.
2. Determine in **column 4** your competency gap (if any) by comparing columns 2 and 3. Subtract your rating score (column 3) from the proficiency level required (column 2).
3. Discuss and validate with your immediate supervisor your identified competency gap

A. Technical Competencies with Proficiency Level Requirement
Competency levels or rating (Rubric):

1= BASIC	2= INTERMEDIATE	3= ADVANCED	4= SUPERIOR
Performs and completes tasks as instructed **with assistance or supervision.**	Responds to issues/concerns; seeks responses/ strategies **with little/some supervision.**	Adheres/complies with set standards efficiently in performing tasks **with independence or no supervision**	Inspires others, influences changes, and creates opportunities, **able to innovate or teach others.**

A. Technical Competencies	Level 2 Proficiency level required	Person Profile	Competency Gap
1.Engineering Design	**3**	**2**	**-1**
2.Road Analysis and Maintenance	**Not applicable**		
3.Quality Management	**3**	**1**	**-2**
4.Procurement	**Not applicable**		

❑ For each competency, get the average of competency gap scores of persons/talents per employee group; plug into the **department-level prioritization template** on excel sheet – column 2. Then get the average

also across the 4 employee groups. The excel sheet must be able to program or provide the averages, linkages between and among items and categories.

Step 7— Prioritize Competency Gaps Based on S-U-G per Department

❑ Do prioritization of gaps by group of persons/talents per Employee Group per Department.

❑ After getting the average gap of positions per employee group, get final priority score (Total S-U-G) per employee group and determine Adjectival prioritization rating *(High, Medium, Low)*. The criteria for prioritizing competency gaps: **1-3 is Low, 4-6 is Medium, and 7-9 is High.**

For example:

For technical competency Engineering Design, the average gap for Employee Group-Level 2 is (-2).Ask the criteria questions below. Using the enhanced criteria, get the numerical value per criterion; then, determine adjectival prioritization rating.

- **Seriousness:** What are the current negative effects of this competency gap in the Engineering Department and its clients? Determine High (big) effect, Medium (substantial) effect, or Low (minimal) effect of this competency gap? **Answer = 3** (high/big negative effect).
- **Urgency:** How soon should we address this gap? Within the year, next year, or the following year? **Answer= 2** (medium/should be addressed in year 2)
- **Growth Potential:** Will this gap grow bigger if not addressed soon? **Answer= 2** (medium/the gap will grow but not yet spread)

Total = 7 which means High priority that needs to be addressed in year 1.

(Again, show the **Department-level Prioritization** template on Excel)

Step 8 – Cluster Similar/Related Competency Gaps and Propose HRD Interventions

❑ Do this step with the department head, consult-validate with him/her. Attempt to cluster similar or related competency gaps that may be addressed by only one intervention. Put proposed HRD interventions or initiatives in the last column of the same **Department-level Prioritization** template on the excel sheet. Provide the department heads with possible HRD intervention options. Give brief descriptions of each initiative. Remind that training is not the only choice. Coaching/mentoring is also effective and practical. The other approaches may include benchmarking, short courses, or degree courses.

Step 9– Prepare Implementation Matrix

❑ Fill out all the columns of the **HRD PLAN IMPLEMENTATION MATRIX for one calendar year**, see example below. Copy-Paste **High (for year 1), Medium (for year 2), and Low (for year 3)** priority competency gaps for column 1, plug in the corresponding proposed HRD intervention(s) on the second column. Develop S-M-A-R-T objectives, tangible target outputs, systems or process improvements as target organizational outcomes, target learners (number of participants, positions they occupy, the department/offices they come from). Target learners may be culled from the **Department-level Prioritization template**. Names of employees are stated there.

NOTE: *Names of employees who have the same priority competency gaps depending on the type competency may be identified across various departments. Set target schedule for implementation or conduct of the intervention (by the month or quarter if possible), approximate budget requirement for identified interventions (retrieve this information from the **Cost Matrix template** (see Step 10), and identify indicative support requirements with the department head.*

DO – Example of smart and measurable verbs for Objectives: to list, explain, discuss, analyze, state, distinguish, apply.

DON'T – Example of not-Smart verbs: to understand, to know, to be...

NOTE – Example of Organizational Outcomes: risks identification is mainstreamed in planning processes, IPCR ratings are higher.

Example only

HRD PLAN IMPLEMENTATION MATRIX
(Calendar Year 2014)

Priority Competency Gaps	Proposed HRD Interventions Outputs to be Produced	Learning Objectives	Target Outputs	Target Organizational Outcomes	Target Learners			Planned Schedule												Support Requirements					Source of Funds
					Number	Office/s	Position/s	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Financial	Human Resource	Logistic	Executive Sponsorship	Other	
	Training	Participants are able to: – prepare a draft plan – discuss the application of the plan	Draft Plan		25	PEO, ENRO, PPDO	Maintenance Engineers, Prov'l. ENRO, Planning Officers, PPDC													P210,000	Resource Speaker Documentor Secretariat	Materials and supplies Board and Lodging Meals Training venue	Travel Order approve by their respective dept. head Memorandum Order	Laptop and projector	PRMF

Step 10 — Prepare Costing Matrix

❑ Approximate costs to be incurred for HRD interventions, especially for in-house training such as design, conduct and evaluation fees. Send out HRD activities may also incur cost such as travel or transportation, registration fees, or accommodation expenses.

COST ESTIMATE FOR HRD INTERVENTIONS
(ONE YEAR)

| Proposed HRD Interventions | Duration | Number of Participants | Consultant's Services Fees (PSF) | | | | Out-of-Pocket Costs (OPC) | | | | | | TOTAL |
			Pre-Implementation	Implementation	Post-Implementation	Sub-Total	Supplies and Materials	Printing and Reproduction	Venue and Accommodation	Transportation	Communication	Miscellaneous/ Contingency (10% of OPC)	Sub-Total
Teambuilding	3 days	25	Design: 10,000	10,000/day x 3	Training report: 2,000	42,000	Handouts, markers, easel sheets, kits, etc 200.00 x25pax= 5,000	2,000	3,000 x 3 days= 9,000	Plane fare plus = 10,000	Load 500	2,650	29,150	71,150.00
T O T A L S														

Step 11 – Prepare Table 1: Integrated Prioritized Competency Gaps and Proposed Interventions Results Matrix for 3 years

❑ Cull the high-medium-low priority competencies from across the departments per competency type. Plug in the appropriate timeframe column guided by the enhanced definitions of S-U-G.

Prioritized Competency Gaps	Proposed HRD Interventions	Timeframe		
		2014	2015	2016
A. Core Competencies 1. 2. 3. 4. 5.				
B. Leadership Competencies 1. 2. 3. 4. 5.				
C.1 Common Technical Competencies 1. 2. 3. 4. 5.				
C.2 Unique Technical Competencies 1. 2. 3. 4. 5				

❑ Determine the **Core, Leadership and Technical** competency gaps that have the highest gaps and the departments with the highest gaps particularly their employee group(s). Show the summary visually, i.e. using bar or pie charts. Provide brief narratives explaining highlights or summaries.

Step 12 — Prepare Table 2: Integrated Implementation Matrix for the Year

Example Only

	Prioritized Gaps for CY 2014	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Organizational Outcomes	Target Participants & Departments	Timeframe			
							Q1	Q2	Q3	Q4
C O R E	1. Exemplifying Integrity	Values Clarification Workshop	At the end of …	Personal Values Enhancement Plan		2 batches from departments …				

	Prioritized Gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Organizational Outcomes	Target Participants & Departments	Timeframe			
							Q1	Q2	Q3	Q4
L E A D E R S H I P										

COMMON TECHNICAL	Prioritized Gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Organizational Outcomes	Target Participants & Departments	Timeframe			
							Q1	Q2	Q3	Q4

UNIQUE TECHNICAL	Prioritized Gaps	Proposed HRD Interventions	Terminal Objectives	Target Outputs	Target Organizational Outcomes	Target Participants & Departments	Timeframe			
							Q1	Q2	Q3	Q4

Step 13 – Identify Roles & Responsibilities of Key Stakeholders in HRD Planning, Implementation and Evaluation

❑ There is a need to identify major players or key stakeholders and spell out their respective responsibilities or tasks during planning, implementation and evaluation phases of this Plan. Retrieve this data from the 5-day training on HRD Planning and validate again with the core/expanded team. Furthermore, ad hoc teams may be proposed to be created through an office order to facilitate the management of said plan. The suggested ad hoc teams are: Risk Management Team, Communication Plan Team, M & E Team, Learning and Development Management Team, and others as the need arises. Each team's tasks must be clearly stated and agreed-on by the members.

Step 14 – Prepare Change Management Plan Strategies

❑ The formulation of Change Management Plan Strategies is necessary in order for the PHRMDO and the core and expanded teams to effectively manage the various changes in the implementation of the HRD plan. These strategies are Risk Management Plan and Communication Plan

❑ A Risk Management Plan is a tool that the PHRMDO as lead change agent prepares to anticipate possible risks or potential problems that can affect successful implementation of the HRD Plan. A risk assessment matrix is formulated. It includes the following key elements: possible or potential problems or risks are identified, each risk's potential effects and impact, the preventive action to address the problems or risks, the mitigation action to minimize effects and impact. It also identifies the person who will be responsible for managing the problems that will potentially derail realization of the project as planned.

- Toward this end, the core team spearheaded by the PHRMDO fills out the matrix on Risk Management Plan *(Refer to Session 9A: Change Management Strategy 1 – Risk Management Plan of Part III for the matrix and an example)*.

- After filling out the various elements of the matrix through a discussion by involved team members, provide brief narratives explaining highlights or summaries when writing the Plan.

- The Communication Plan plays a vital role in the implementation of the HRD Plan. It is a strategy to communicate most efficiently and effectively the right information to the right people at the right time. It will systematically and in a coordinated manner help in ensuring that all employees, internal and external clients of the organization have the information they need to understand the importance of the HRD Plan, be able to play their expected role(s) as well as respond accordingly in relation to the HRD plan implementation.

- The core team spearheaded by the PHRMDO fills out the matrix on Communication Plan *(Refer to Session 9B: Change Management Strategy 1 – Communication Plan of Part III for the matrix and an example)*.

- After filling up the various elements of the matrix through a discussion by involved team members, provide brief narratives explaining highlights or summaries.

Step 15 – Monitoring and Evaluation Plan

❑ The Monitoring and Evaluation framework this HRD Plan will use is Kirkpatrick's 4 Levels of Evaluation for HRD interventions and the Results-Based Monitoring and Evaluation (RBME) tool for organizational outcomes. The latter is the M & E tool for HRD Plan Implementation.

❑ The M & E Plan will be accomplished for each planned HRD intervention. The items to be inputted in the column on **Indicators** will be culled from the Output and Outcome columns of the Implementation Matrices. Outcomes are the end results of the HRD Plan Interventions. Thus, there is a need to make explicit the intended objectives and the outcome into indicators. Outcomes are statements of benefits which tell us if the HRD Plan interventions are successful or not.

❑ The core team fills out the M & E template using Kirkpatrick's 4 Levels of Evaluation. *(Refer to Session 8: Monitoring and Evaluating the HRD Plan of Part III for the template and an example).*

❑ Monitoring of HRD Interventions shall be conducted monthly by the department supervisors submitted to the M & E Team (Core Team) based on the M & E Plan (for each intervention) .

❑ A report is to be accomplished by the M & E Team and it has 2 parts. *(Refer to Session 8: Monitoring and Evaluating the HRD Plan of Part III for the template of the M & E Report).* **Part I of the M & E Report: HRD Plan Execution** and **Part II of the M & E Report: HRD Plan Execution** is to be done by the M & E Team. Evaluation of monitoring results which is an assessment of planned, on-going or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability shall be undertaken by the M & E Team. The intent of evaluation is to incorporate lessons learned into the decision-making process. Part II is to be accomplished first for each intervention, then Part I.

❑ **Monitoring and Evaluation of target organizational outcomes** uses the RBME model. This level of M & E shall be undertaken on a periodic basis, that is, annually and perhaps every three years for determining outcome and impact of the HRD Plan implementation by the M & E Team.

❑ The core team fills out the M & E template using the RBME template. *(Refer to Session 8: Monitoring and Evaluating the HRD Plan of Part III for the template and an example).*

Annexes

Creating the Learning Environment
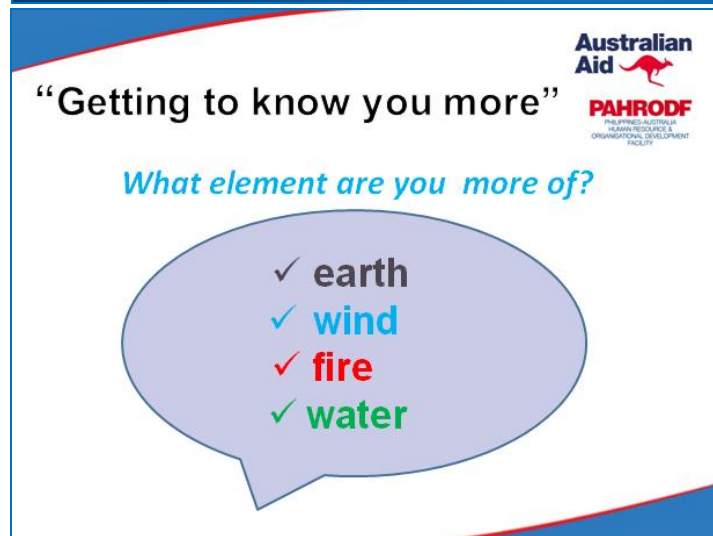
"Getting to know you more"

1. What are your common characteristics that made you associate yourselves with the element?
2. What are your learning objectives?
3. What can you commit to be able to achieve these learning objectives?
4. What session norms should we follow?

"Getting to know you more"

Common Characteristics	Learning Objectives
Commitment to the Training	Session Norms

Earth

- Cautious, premeditative, conventional, stable, very realistic and practical.
- More concerned with physical being rather than spiritual attainment.
- Methodical and organized; pays attention to details.
- Hard worker, reliable and responsible.

Earth

- Dependability, diligence and pragmatic, and a no-nonsense approach to life are your greatest strengths.
- Limited imagination, rigid conservatism, materialism, and blind adherence to rules and regulations are your potential faults.

Fire

- Exemplifies high spirit, great faith in self, enthusiasm, and direct honesty.
- Energetic, warm and fun-loving.
- Intensely assertive, individualistic, active and self-expressive.
- Natural leaders; always in front taking charge.

Fire

- Your greatest strengths are your honesty and "can do" attitude.
- Your big ego can be a potential weakness. Your strong belief in your powers and abilities may also cause you to overlook and fail to take advantage of the talents and abilities of others.

Water

- Highly sensitive; closely in touch with feelings.
- Approaches life and understands it more through emotions than intellectualizing.
- Communicates best in non-verbal ways or through forms as art, dance, music, poetry and photography.
- Meaningful emotional relationships are essential to well-being and happiness.

Water

- Being attuned to nuances and subtleties in the environment that others won't even notice is one of your greatest strengths.
- Can be very nurturing, but may also be smothering.

Water

- Potential faults are being practical and impressionable, and tendency to be subjective
- You may change your mind as often as your moods change, but rarely do the facts sway your beliefs

Wind/Air

- Puts strong emphasis on thought, ideas and intellectual pursuits
- Communicates ideas with mental agility
- Rational and logical; analyzes situations fully, thinks through and plans carefully before acting

Wind/Air

- Detached and not overly emotional, almost objective and fair-minded
- With varied interests; apt to be a lifelong learner
- Keen analytical skills and objectivity are your greatest strengths

Wind/Air

- Potential faults: tendency to be guilty of "analysis paralysis" – may not always get the job done, and needs to be sure ideas are grounded in reality and put to practical use.
- Can be overly concerned with theory than application.

Training Overview

Objectives

➢ Craft an enhanced Human Resource Philosophy and HR Vision aligned with strategic directions of the province.

➢ Validate and enhance the PHRMO vision, mission, strategic directions/goals and strategies.

Training Overview

- Workplace Development Objectives
- Components of the Training
- Human Resource Strategic Directions Objectives & Deliverables
- Approach and Methodology

COMPETENCY

Trained core participants will be able to do well in areas such as providing the necessary bases for a HRD Plan and change management strategies, as a result of the HRD Planning intervention with the following

COMPLETED OUTPUTS:

HR Strategic Plan & PHRMO VMGOS
A 3-year HRD Plan
Risk Management Plan, M & E Plan and Communication Plan in implementing the HRD Plan

ORGANIZATION OUTCOME:

Increased capacity to manage and develop its human resources

DEVELOPMENT IMPACT:

More Responsive and efficient delivery of basic services and contribute in meeting the PGLDN's priority reform agenda.

Workplace Development Objective (WDO)

Unfreezing/ Current State → Change/ Transition State → Refreezing/ Desired State

Kurt Lewin's Three-Step Change Management Model

Change Management Framework

Host Team Tasks

- Learning environment management such as recap, energizers, shepherding, handout distribution, feedback on learning concerns of participants.

- Non-learning activities' management such as socials, personal concerns affecting attendance, and related matters.

Major Content Areas

- HR Strategic Directions and Perspectives
- LDN's National Development and Organizational Anchors for Alignment
- Bases for HR Philosophy
- Developing the HR Philosophy
- Crafting HR Strategic Vision

Major Content Areas

- Analyzing the Environment of the PHRMO
- Developing the PHRMO V-M-G-S
- Orientation on REAP and SAP

Training Approach

- Concepts cum practice
- Structured learning exercises
- Highly Interactive and participative
- Participants as co-training managers

Norms

- Come on time
- Complete attendance in all sessions
- Cell phones on silent mode
- **Ask questions, specially when in doubt**
- Share ideas
- Participate in all activities
- Listen attentively
- Others?

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

ADULT LEARNING PROCESS

Hunsaker and Alessandra, The Art of Managing People

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

ADULT LEARNING PROCESS : LS INVENTORY

Instructions

There are nine sets of four words listed below. Rank order the words in each set by assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner.

You may find it hard to choose the words that best characterize your learning style. Nevertheless, keep in mind that, there are no right or wrong answers --- all the choices are equally acceptable. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

Be sure to assign a different rank number to each of the four words in each set; do not make ties:

Hunsaker and Alessandra, The Art of Managing People

Slide 1

**Rank from
1 - 4 where**

4 – Most characteristic of my learning style
3 – More characteristic of my learning style
2 – Slightly characteristic of my learning style
1 – Least characteristic of my learning style

Be sure to assign a different rank number to each of the four words in each set; do not make ties:

1.	__discriminating	__tentative	__involved	__practical
2.	__receptive	__relevant	__analytical	__impartial
3.	__feeling	__watching	__thinking	__doing
4.	__accepting	__risk-taker	__evaluative	__doing
5.	__intuitive	__productive	__logical	__questioning
6.	__abstract	__observing	__concrete	__active
7.	__present-oriented	__reflecting	__future-oriented	__pragmatic
8.	__experience	__observation	__conceptualization	__experimentation
9.	__intense	__reserved	__rational	__responsible

Hunsaker and Alessandra, The Art of Managing People

Slide 2

Scoring your answers to the LS Inventory

The four columns of words above correspond to the four learning style scales: CE, RO, AC, and AE. To compute your scale scores, write your rank number in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2,3,4,5,8, and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

2	3	4	5	7	8		1	3	6	7	8	9	2	3	4	5	8	9		1	3	6	7	8	9

CE =_____   RO =_____   AC =_____   AE =_____

To compute the two combination scores, subtract <u>CE</u> from <u>AC</u> and subtract <u>RO</u> from <u>AE</u>. Preserve negative signs if they appear.

	AC	CE				AE	RO	
AC-CE:			=____		AE-RO:			=____

Hunsaker and Alessandra, The Art of Managing People

Slide 3

Interpretation of your Scores on the Learning Style Inventory

The learning Style Inventory (LSI) is a simple self-description test, based on experiential learning theory, that is designed to measure your strengths and weaknesses as a learner.

Experiential learning is conceived as a four stage cycle:

(1) immediate concrete experience (CE) which is the basis for

(2) observation and reflection (RO);

(3) these observations are assimilated into a "theory" (AC) from which new implications for action can be deduced;

(4) these implications or hypotheses then serve as guides in acting to create a new experience (AE).

Hunsaker and Alessandra, The Art of Managing People

Slide 4

Interpretation of your Scores on the Learning Style Inventory

The ideal learner is one who is able to involve himself fully, openly, and without bias in new experiences (CE), he must be able to reflect on and observe these experiences from many perspectives (RO), he must be able to create concepts that integrate his observations into logically sound theories (AC), and he must be able to use these theories to make decisions and solve problems (AE).

The LSI measures your relative emphasis on the four learning modes by asking you to rank order a series of four words that describe these different abilities. For example, one set of four words is feeling, watching, thinking, doing which reflects CE, RO, AC, and AE, respectively. The inventory yields six scores: CE, RO, AC, and AE plus two combination scores that indicate the extent to which you emphasize abstractness over concreteness (AC-CE) and the extent to which you emphasize active experimentation over reflection (AC-RO).

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

THE ADULT LEARNING PROCESS

Hunsaker and Alessandra, The Art of Managing People
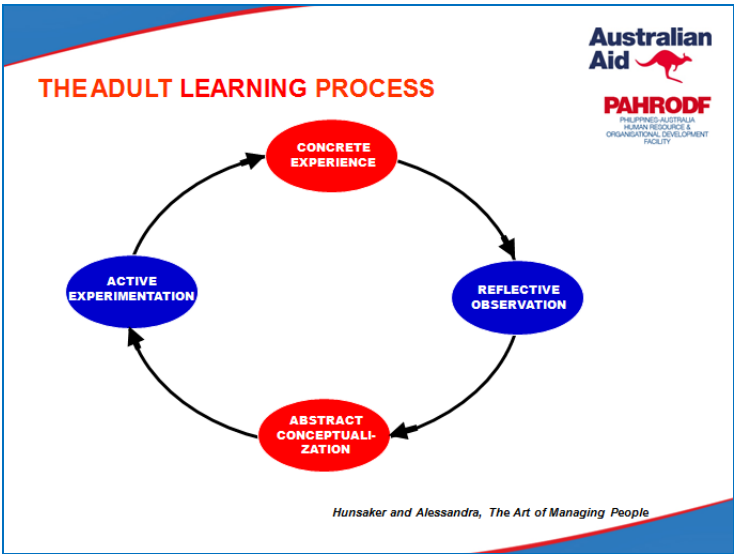
Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

THE ADULT LEARNING PROCESS

Step 1. CONCRETE EXPERIENCE

We get involved
in the situation and look into
the reasons why the situation happened.

Hunsaker and Alessandra, The Art of Managing People

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

THE ADULT LEARNING PROCESS

Step 2. REFLECTIVE OBSERVATION

We look back
at the experience and explore why the situation is
significant.

We analyze
how we viewed the situation to know and feel the
reactions / behaviors that the situation triggered;
our own reactions as well as those of others who
are actively involved in the event, and the reasons
behind all these reactions.

Hunsaker and Alessandra, The Art of Managing People

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

THE ADULT LEARNING PROCESS

Step 2. REFLECTIVE OBSERVATION

We realize, accept and recognize
the effects and impact of our reactions / behaviors on
others and the effects / impacts of their reactions /
behaviors on us.

In the process we carefully **search for the personal
meaning of the events** and struggle to arrive at
some insights.

Hunsaker and Alessandra, The Art of Managing People

Australian Aid

THE ADULT LEARNING PROCESS

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Step 3. *ABSTRACT CONCEPTUALIZATION*

We gauge the outcomes of the situation and the reactions.

We gather data, search for connections and relationships.

Then we arrive at some generalizations, concepts and theories, some principles, and personal realizations about our own and others' reactions / behaviors to the situation.

Consequently, we widen our view and awareness about ourselves and others.

Hunsaker and Alessandra, The Art of Managing People

Australian Aid

THE ADULT LEARNING PROCESS

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Step 4. *ACTIVE EXPERIMENTATION*

After careful thought, we try out our new discovery.

This raises our level of consciousness, challenges stored information, questions past assumptions, and gives birth to new meanings.

We eventually decide on modifying old behaviors, testing alternative ways of behaving and practicing them in everyday situations.

Hunsaker and Alessandra, The Art of Managing People

125

The Four (4)
Types of
Learners

A few basics . . .

on LABELS

- "HR PRACTITIONER"

- "TRAINOR" / "TRAINER"

"It's hard to teach old dogs new tricks . . ."

A few basics . . .

- **THIS IS A LEARNING SESSION (for ALL OF US)**

- **WE COME AS ADULTS BUT WE WILL LEARN AS CHILDREN DO**

A few basics . . .

- **FOUR (4) TYPES of LEARNERS**

The Four (4) Types of Learners

THE "READER"

THE "LISTENER"

THE "DOER"

THE "DISCUSSANT"

126

HRMD SUB-SYSTEMS

- ORGANIZATION & HUMAN RESOURCES PLANNING
- RECRUITMENT, SELECTION AND PLACEMENT
- COMPENSATION & BENEFITS ADMINISTRATION
- PERFORMANCE & INCENTIVES MANAGEMENT
- TRAINING AND DEVELOPMENT
- CAREER MANAGEMENT AND SUCCESSION PLANNING
- HUMAN RESOURCE INFORMATION SYSTEM

Human Resources
MANAGEMENT & DEVELOPMENT
Framework

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

Systems Perspective 2

STRATEGIC HUMAN RESOURCE SYSTEMS FRAMEWORK

RIL / DAP-2013 (Modified from BRIDGES, Inc.)

HRM | HRD

HRM

- **Organization Planning**
- **Human Resources Planning**
- **Recruitment/ Selection & Placement**
- **Compensation & Benefits Mgt.**

HRD

- **Human Resources Development**
  - Employee Development
  - Management Development
  - Technical Training
  - Scholarships/Special Programs
  - Health & Wellness
- **Organization Development**
  - Change Management
  - Culture Building
  - Knowledge Management

- **Performance Management**
  - Performance Assessment
  - Rewards & Incentives Administration
- **Career Management**
  - Succession Planning (Mgmt Succession)
- **Employee Relations**
  - Grievance & Discipline

HRMD SUB-SYSTEMS

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

- ORGANIZATION & HUMAN RESOURCES PLANNING
- RECRUITMENT, SELECTION AND PLACEMENT
- COMPENSATION & BENEFITS ADMINISTRATION
- PERFORMANCE & INCENTIVES MANAGEMENT
- TRAINING AND DEVELOPMENT
- CAREER MANAGEMENT AND SUCCESSION PLANNING
- HUMAN RESOURCE INFORMATION SYSTEM

- STRATEGIC HUMAN RESOURCES PLANNING
- TALENT ACQUISITION
- EMPOWERING & MANAGING PERFORMANCE
- RECOGNIZING & REWARDING PERFORMANCE
- DEVELOPING TALENT
- OPTIMIZING POTENTIALS
- HUMAN RESOURCE INFORMATION SYSTEM

Session 2B: PNoy's Social Contract 5 Goals

National Goals

Pres. Pinoy's 5 Sectoral Goals

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Provincial Government Reform Agenda

LDN's 6 Sectoral Goals, ELA

Departments' Mandates/ Thrusts

ANCHORS

PGLDN Human Resource Vision

Human Resource Philosophy

Other Partner Departments

PHRMDO VISION MISSION GOALS

132

Slide 1
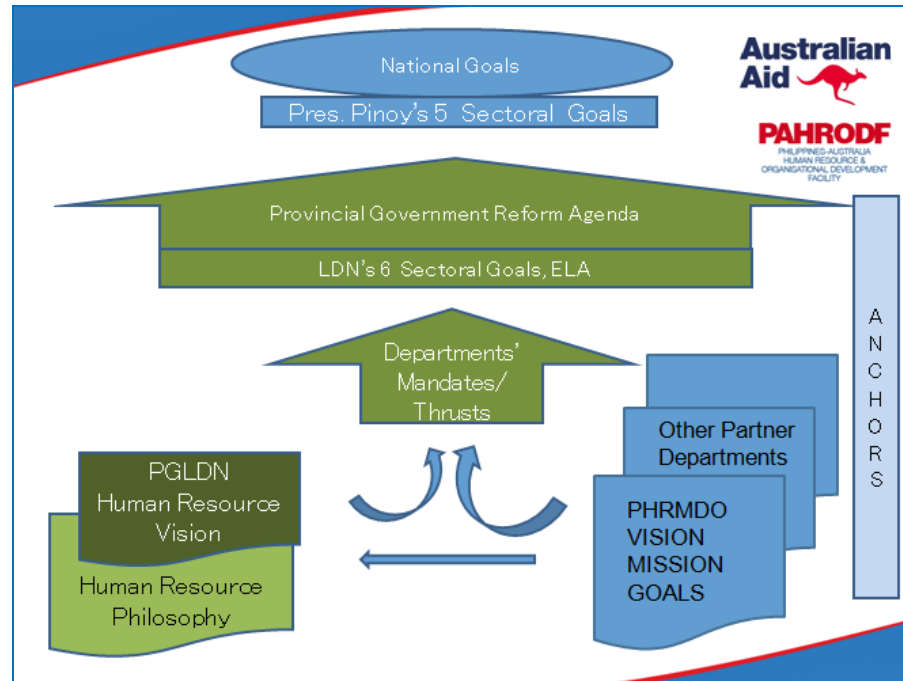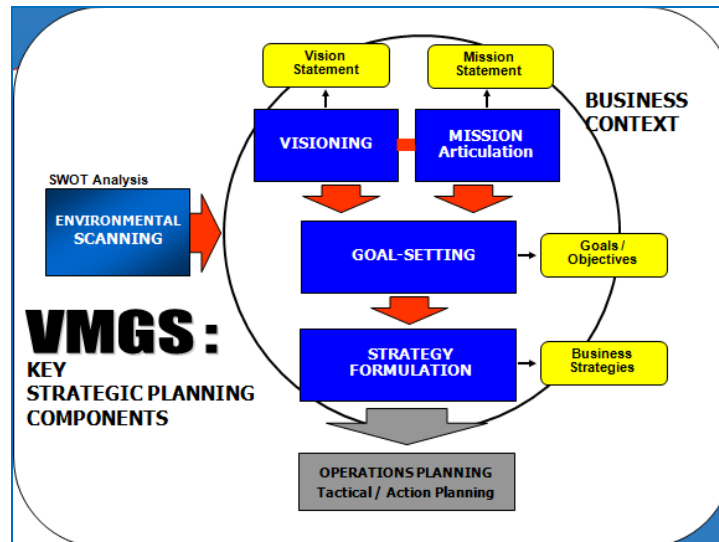
Hoshin Kanri

Ho - Direction **Kan** - Control
Shin - Needle **Ri** - Reason or Logic

Management and control
of the organization's
direction needle or focus.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 2

The HOSHIN PLAN is HIERARCHICAL in nature.

CORPORATE OBJECTIVES
⬇
CORPORATE STRATEGIES
⬇
LOWER LEVEL STRATEGIES
⬇
TACTICS / ACTIONS

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 3

O G S M

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 4

OGSM Defined

OBJECTIVE	GOAL	STRATEGY	METRICS
Describes the overall BREAKTHROUGH Target	The numeric Indicator and Target that measures the success of the objective	Describes the means of achieving the goals. One goal may have 2-3 strategies.	Puts in the numeric Indicator of the success of each Strategy.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

OGSM EXAMPLE

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

OBJECTIVE	GOAL	STRATEGY	METRICS
Pole vault RP Sports to World Class Performance	Within top 2 overall ranking in key sports Competition: SEAGAMES ASIAN GAMES	1. Tighter screening of athletes based on fitness and potential sports winners. 2. Rigorous training with experts. 3. Develop competencies and champions in sports where RP has competitive advantage. 4. Raise necessary funds.	Athletes pass the minimum index of athletic potential threshold score; Training hours per month per athlete 98% wins in demo competitions in targeted sports. Targeted amount of funds raised

---

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Corporate-Level GOSM (First Level)   G O S M   Strategic Planning

Second-Level GOSM   G O S M

Third-Level GOSM (As necessary)   G O S M

Action Plans

Operations Planning

STRATEGIC PLANNING – PROCESS FLOW

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Environmental Scanning

O / T	
	S / W

Hoshin Kanri

OGSM Formulation

O / G	
	S / M

Log Frame

Operations Planning
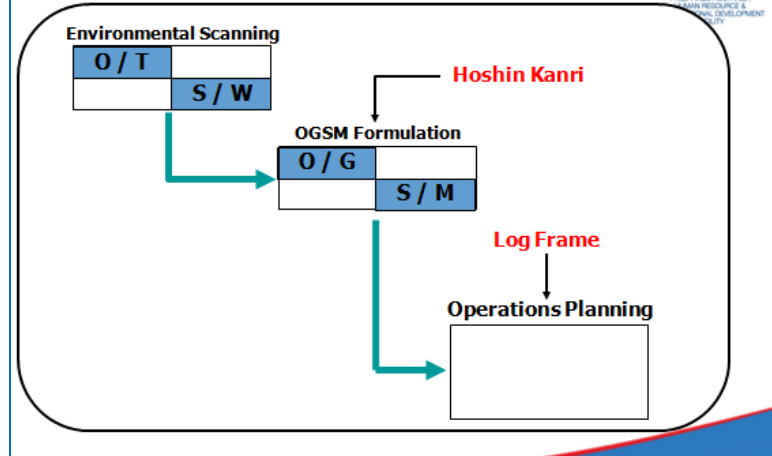
Summary Contents of a logical frame

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
Goal	What are the quantitative ways of measuring, or qualitative ways of judging, whether these broad objectives are being achieved? (estimated time)	What sources of information exist, or can be provided cost-effectively?	(Goal to Super goal): What external factors are necessary for sustaining objectives in the long run?
Purpose (of the Project)	What are the quantitative measures or qualitative evidence by which achievement and distribution of impacts and benefits can be judged (estimated time)	What sources of information exists or can be provided cost-effectively? Does provision for collection need to be made under inputs-outputs?	Purpose to Goal: What conditions external to the project are necessary if achievements of the project's purpose is to contribute to reaching the project goal?
Outputs Indicate each of the outputs that are to be produced by the project in order to achieve project purpose	What kind and quantity of outputs, and by when will they be produced? (quantity, quality, time)	What sources of information?	Output of Purpose: What are the factors not within the control of the project which, if not present, are liable to restrict progress from outputs to achievements of project purpose?
Activities Indicate each of the activities that must be undertaken in order to accomplish the outputs.	We recommend that VI's are included against all activities. This is essential for projects reporting and monitoring against the Logical Framework.	What sources of information?	Activity to Output: 1) What external factors must be realized to obtain planned outputs on schedule? 2) What kind of decisions or actions outside the control of the project are necessary for inception of the project?
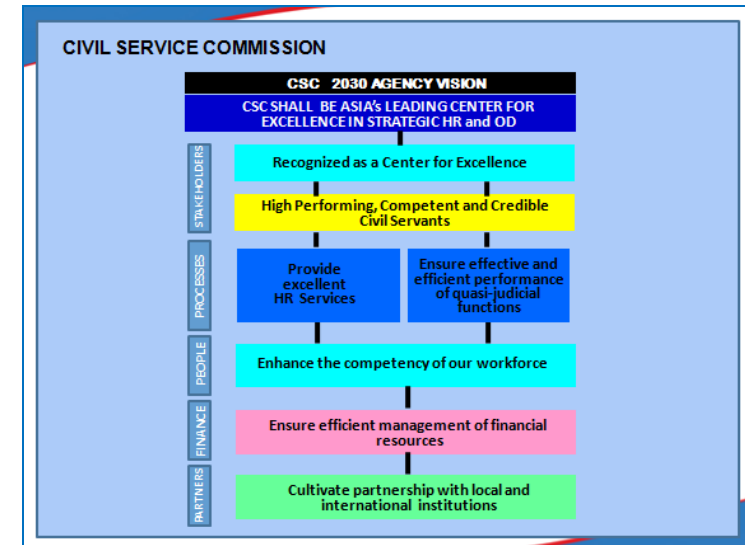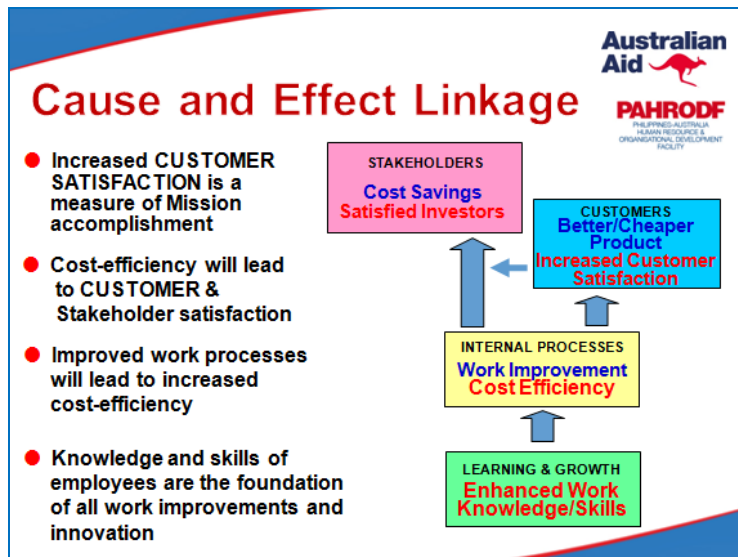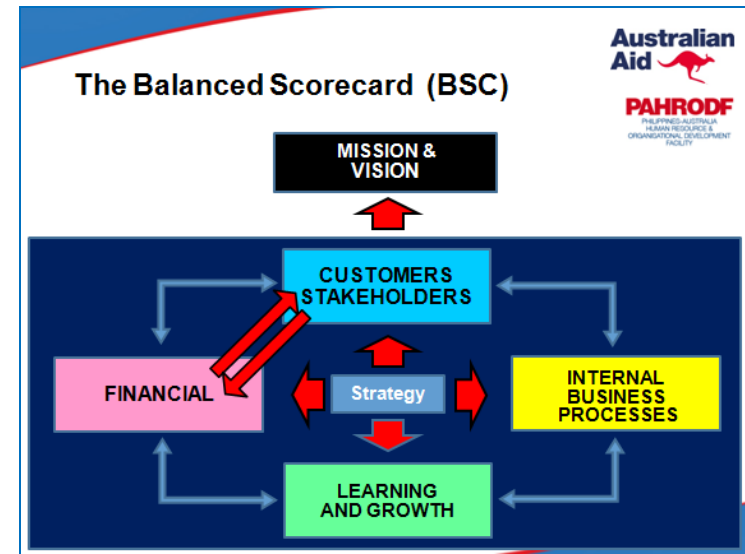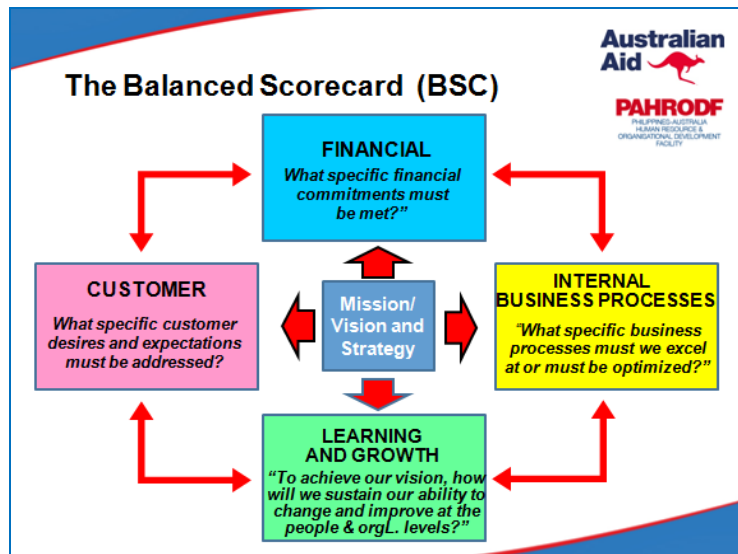
Strategy

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

- A long-term plan to achieve a desired goal

- The approach used to accomplish the mission and implement the organization's vision

- Represents broad priorities or areas of focus adopted by an organization to achieve its mission or overall goal/purpose

- Evolves over time as intentions are refined to accommodate reality

---

Balanced Scorecard Basics

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

BSC Basics Terminology and Concepts

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

- Scorecard
- Perspective
- Objective
- Measure
- Target
- Initiative

BSC Basics: SCORECARD

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

- A scorecard contains a set of grouped objectives and metrics derived from an organization's strategy

- A scorecard may represent an organizational group (i.e., Agency, Department, Office, etc.)

- A scorecard is commonly cascaded within the organization's hierarchy

BSC Basics: PERSPECTIVE

- A perspective is a grouping of objectives and metrics within a scorecard.

- Commonly used perspectives are: Financial, Customer, Process Improvement, Organization and People

- Perspectives may be customized to the organization

- Perspectives possess a cause-and- effect relationship, driving toward the final perspective

---

4 Perspectives in Balanced Scorecard

The Strategy

Financial Perspective
If we succeed, how will we look to our shareholders?

Customer Perspective
To achieve our vision, how must we look to our customers?

Internal Perspective
To satisfy our customers, which processes must we excel at?

Learning & Growth Perspective
To achieve our vision, how must our organization learn and improve?

www.exploreHR.org

10

BSC Basics: MEASURES

- Represent the name of something that is monitored on a standard frequency

  Example: actual collection vs. goal; % increase in taxpayer base

- Also known as metrics, indicators, or KPIs

- May be expressed in quantity, quality, timeliness and/or cost

- Are grouped under Objectives

BSC Basics: MEASURES

Examples

- Improving Taxpayer Service
  - Customer Satisfaction Data
  - Burden Reduction
  - Level of service
  - Rate of Electronic Interactions
  - Timeliness of Responding to Customer Inquiries

138

BSC Basics: MEASURES

Examples –

- **Enhance Enforcement of Tax Law**
    - ❑ **Rate of Filing Compliance**
    - ❑ **Rate of Payment Compliance**
    - ❑ **Percent of Priority Guidance List Items Established**
    - ❑ **Percent of Filipinos who Think it is OK to Cheat Taxes**
    - ❑ **Average Cycle Time for audit**

BSC Basics: TARGETS

- **Desired result of a performance measure**

    Increase taxpayer base by 10%; Meet collection target

- **Criteria against which performance is measured**

- **Are pre-determined**

BSC Basics: INITIATIVES

- **are also called projects, programs, action plans or outputs;**

- **typically have a start and end date, associated resources, and milestones;**

- **can be linked to scorecards, objectives, and or measures**

Elements of the BSC Framework

Vision/Mission/Values → Strategy Map → Scorecard → Perspective → Measures → Targets → Initiatives

---

139

140
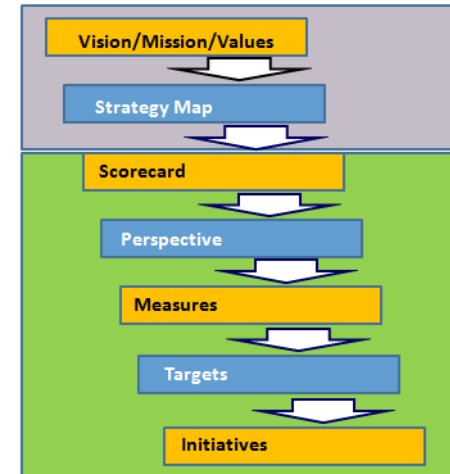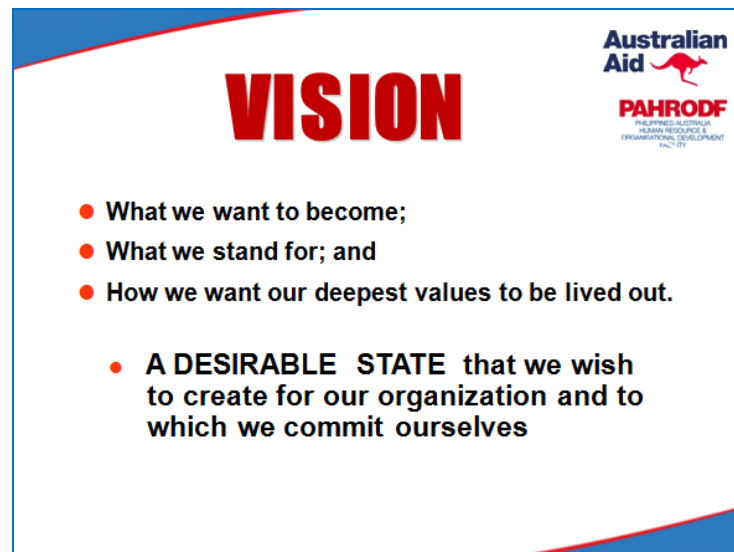
VISION

- **A picture of what the organization will be at a specified future time**

- **A forward-looking, idealized image of the organization and its uniqueness**

VISION

Provides the members of the organization with a sense of :

- what the desired future looks like
- how things in the organization can be
- uniqueness
- pride and purpose
- esprit de corps and high level of motivation

VISION ATTRIBUTES

- **FUTURE-ORIENTED**

- **INSPIRATIONAL**

- **RELATIVELY STABLE OVER TIME**

- **INVOLVES A HIGH DEGREE OF SUCCESS**

VISION
ITS TYPICAL COMPONENTS

A vision statement normally says something about an organization's:

- LINE OF BUSINESS (LOB)
- CRITICAL SUCCESS INDICATORS (CSI)
- STRATEGIC THRUSTS (ST)
- CULTURE SUPPORTIVE OF LOBs, CSIs and STs

VISION Statement - your desired VIEW expressed in words) of your company or organizational unit at a specified future time.

❑ **Provides the inspiration for both your daily operations and your strategic decisions.**

A vision statement identifies the *"destination for the journey."*

Knowing the destination is a pre-requisite to *planning the route*.

---

1) Examine your mission statement.

Vision may be a futuristic representation of the following:

❑ the change in nature/quality/characteristic of your product or service;

❑ the growth in clientele/customer base that you are serving

❑ the degree (or level of success) to which you are able to pursue your mission

Focus on the basics of your mission statement and extrapolate.
Where is your business going to be five years from now?
What is it that your company shall have accomplished by then?

---

2) Dare to dream.

Form a mental picture of your company or organizational unit; picture what it would be or how it would look like at a specified future time (say, 5 years from now).

❑ What shall have changed? Improved?
❑ What is not present now which you envision to exist or to occur within this time frame?

---

3) Shape your vision statement; apply the formula.

To write a vision statement, distil your vision into a usable form.

Use the following formula to shape your vision statement:

Five years from now, (my company/organizational unit) will _____ by _____.

Five years from now, Tiny Tots Diaper Service will be the top grossing diaper service in the Lower Mainland by consistently providing a reliable, affordable service for Moms and Dads with small children.

4) Commit to your vision statement.
Take action to make your vision statement come true: Use it as the basis of your business planning.

As the vision statement provides your destination, the 'where you want to get to', all of your goals and strategies will focus on making it happen. It's the natural basis for all of your business planning.

Keep your vision statement alive: Share it with potential partners, staff and employees if you have them.

If you just tell it to people once, your vision statement will fade and disappear. So besides talking about it, keep your vision statement alive by keeping it physically prominent. Print it out and post it on your desk, in your staff room, wherever you, your colleagues and your staff will see it (and be reminded of it) daily.

Is Your Vision Statement the Right One?

It isn't hard to write a vision statement. But it is sometimes difficult to write a vision statement that truly encapsulates your vision for your company. When you write your vision statement, make sure that you have chosen the vision that is most important to you. If you don't fully believe in your vision statement, you won't be able to fully commit to it and writing a vision statement that you can't or won't fully commit to is a waste of time.

VISION STATEMENT
National Transmission Corporation

> *We are a highly valued pillar*
> *of the power industry.*
> *We embody excellence,*
> *professionalism and integrity*
> *in carrying out our mandated roles and responsibilities in*
> *partnership with all stakeholders.*

Nike
To be the number one athletic company in the world

Pfizer
We will become the world's most valued company to patients, customers, colleagues, investors, business partners, and the communities where we work and live.

Sears
To be the preferred and most trusted resource for the products and services that enhance home and family life.

Lexmark
We, the employees, are Lexmark - a dynamic, global information technology company.
We have a vision: Customers For Life.

Honda
To Be a Company that Our Shareholders, Customers and Society Want

Ken Blanchard Companies
To be the number one advocate in the world for human worth in organizations

Kraft Foods
Our Vision...
Helping People Around the World Eat and Live Better

GM
GM's vision is to be the world leader in transportation products and related services. We will earn our customers' enthusiasm through continuous improvement driven by the integrity, teamwork, and innovation of GM people.

OPPORTUNITY

A situation or condition

that provides an attractive arena
for a proposed company action . . .

. . . where such action would give the
company a competitive advantage.

THREAT

A challenge posed
by an unfavorable trend or
development in the environment

that could have adverse impact
on the company

unless purposive efforts are made

to prevent its occurrence or
to reduce its adverse impact
should it occur.

STRENGTH

An attribute of the organization . . .

a positive quality   . . .

that will enhance the probability of its
success

vis-à-vis a specific opportunity.

WEAKNESS

A condition or characteristic

that will hinder   or
make it difficult

for the organization to succeed in its
pursuits

vis-à-vis a specific opportunity.

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

Slide 1

Opportunities

should be classified according to :

- **attractiveness**
- **success probability**

ATTRACTIVENESS may be in terms of :
- benefits or returns expected
  from taking advantage of the opportunity
  e.g. Profits / ROI , market expansion, sales growth, etc.

SUCCESS PROBABILITY with respect to a particular opportunity **depends on whether the company's strengths** (DISTINCTIVE COMPETENCIES)
- match the key success requirements for operating in the target market; and also
- exceed those of its competitors.

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 2

"Opportunities are often disguised as hard work; hence, most people fail to recognize them."

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 3

OPPORTUNITY MATRIX

Attractiveness	Success Probability	
	HIGH	LOW
HIGH	✓	M
LOW	M	May be IGNORED

✓ Management should prepare plans to pursue one or more of these opportunities

M These opportunities should be monitored in the event that any of them will improve in attractiveness and success probability

Slide 4

THREAT MATRIX

Probability of Occurrence	Seriousness	
	HIGH	LOW
HIGH	☒ P-1	P-3
LOW	P-2	Could be IGNORED

☒ P-1 Major THREAT; Priority 1 since this can seriously hurt the company and have high probability of occurrence; Contingency planning is a must; to prevent occurrence and mitigate adverse effect should they occur

P-2; P-3 Second and Third Priority for contingency planning

CLASSIFICATION OF BUSINESS
Based on Opportunities and Threats

	Opportunities	Threats
Ideal Business	H	L
Speculative Business	H	H
Mature Business	L	L
Troubled Business	L	H

Assessing Organizational Strengths and Weaknesses

Strength or Weakness on the Attribute	IMPORTANCE of the ATTRIBUTE (Impact on Performance)	
	LOW	HIGH
STRONG	Area of Possible Over-Investment	Keep up the Good Work
WEAK	Low Priority	TOP PRIORITY Area for Development

149

Slide 1
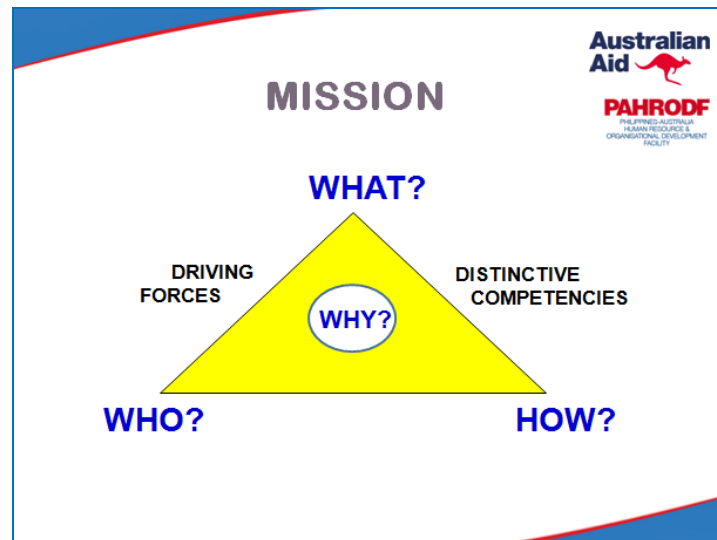
MISSION FORMULATION

Involves answering the following questions:

- **What** functions and services does the organization perform ?

- **Who**/For whom does the organization perform these functions ?

- **How** does the organization go about in performing these functions ?

- **Why** does this organization exist ?

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

Slide 2

MISSION FORMULATION

Involves a Clear Definition of the Reasons for the ORGANIZATION'S EXISTENCE

- The business of the organization

- The purpose(s) or function(s) that the organization desires to fulfill

- The organization's primary customer base

- The primary methods through which the organization intends to fulfill its purpose

Australian Aid

PAHRODF

Slide 3

MISSION FORMULATION

Should also consider the Identification and Prioritization of the ORGANIZATION'S DRIVING FORCES:

- **Products Offered**
- **Market Served**
- **Technology**
- **Low-cost Production Capability**

Australian Aid

PAHRODF

Slide 4

MISSION FORMULATION

Should also consider the Identification and Prioritization of the ORGANIZATION'S DRIVING FORCES:

- **Products Offered**
- **Market Served**
- **Technology**
- **Low-cost Production Capability**

- **Operations Capability**
- **Natural Resources**
- **Profit / Return**
- **Method of Distribution or Sales**

Australian Aid

PAHRODF

MISSION FORMULATION

**Should also consider
the Identification of the ORGANIZATION'S
DISTINCTIVE COMPETENCIES :**

- **i. e.,** **ATTRIBUTES** or **CHARACTERISTICS**
  that distinguish the organization
  from its competitors

WRITING A MISSION STATEMENT

1) Describe what your organizational unit does.
My group/department's purpose is . . .
❑ State the ultimate product/service that
you produce/provide;

e.g. - Project Proposals
- College graduates
- Cleaning agents

2) Describe how you do it.
❑ General description of your operations;
not details of how;
❑ Usually incorporates one or two of the core
values of your organization;

Sample Values

- Provide high product quality
- Provide superior customer service
- Protect the quality of the environment
- Ensure equal access to resources
- Encourage innovation/creativity
- Practice sustainable development

In selecting the **value/s to be incorporated in your
mission statement,** consider your organization's
core competencies

CORE COMPETENCIES

**The things that an organization can do uniquely well
and cannot be copied quickly enough to affect
competition.**

3 Test to determine CORE COMPETENCIES

Relevance: Does your competence influence your customer to
prefer your product or service?

Difficulty of imitation: Is this competence hard to imitate? Will
improving on this competency enable you to sustain your
competitive position?

Breadth of application: Does the competency open up good
number of potential markets? Does it strengthen your "hold" on
your clients?

Slide 1

Sample Mission Statements

My department's purpose is to:

- Develop well-written and comprehensive project proposals *(that sponsors will fund)*
- Produce highly competent top quality college graduates *(who will excel in the world of work)*
- Manufacture/Sell cheap but quality cleaning agents *(that housewives will prefer)*

3) State "why" you are doing it
- This component of your mission statement describes your "spark" or the passion/fervor behind your business or work;
- State why you are doing or engaged in such endeavor

Slide 2

Sample Mission Statements

- Develop well-written and comprehensive project proposals that sponsors will find attractive and worthy of funding support
- Produce top quality college graduates whose competencies meet the labor requirements of an industrializing economy
- Manufacture/Sell cheap but quality cleaning agents that will make cleaning work easier and economical.

4) Take another look at your mission statement
- ❑ Does it say what you want to say?
- ❑ Is there a better way of phrasing it?

- ❑ Enshrine your organization/group identity in the statement; e.g., *"We at the DDN HRMO are committed to . . . "*

Slide 3

5) Put your mission statement to work

Your mission statement should:

❑ **Direct your business planning;**
- Serve as the guidepost for your planning activity;
- Define the key parameters/measures for evaluating your effectiveness;

❑ **Be prime in the minds of your people. It should**
- Engender commitment to work
- Enhance performance and work quality and productivity

A good mission statement isn't just a slogan.

It is an "operations manual", hence people in the organization should be familiar with it.

Slide 4

❑ **Be well communicated to customers/clients. It should**
- Define your purpose and explain why clients should do business with you.
- May even be the theme for your communication/advertising program

Your mission statement should be highly visible

- in your business premises;
- on your website; and
- on all your marketing materials.

152

MISSION STATEMENT
National Transmission Corporation

> We are the
> National Transmission Corporation,
> owner of the nation's transmission assets,
> mandated to ensure the proper operation,
> maintenance, upgrading and
> expansion of the transmission system
> thereby contributing to
> the delivery of quality and reliable electricity to
> consumers.

MISSION STATEMENTS (Samples)

"We provide quality HR services to attract, develop, motivate and retain a diverse workforce within a supportive work environment. We do this with an emphasis on customer service based on consultation and communication with the campus community."

University of California - SF

The Human Resources Department's mission is to be a business partner in assisting employees and management alike to work in an environment that fosters high morale and allows for continued growth and profitability.

Castle Oil Corporation
440 Mamaroneck Avenue, 4th floor, Harrison, NY 10528, United States

---

MISSION STATEMENTS (Samples)

The Bureau of Human Resources serves the MDOC by focusing efforts on the Department's most valuable asset, its employees. The Bureau does this through recruitment, hiring, and retention of a diverse, qualified workforce. The Bureau provides Human Resource direction, technical assistance, training, equal employment opportunity and labor relations services to the Department.

Michigan Department of Correction

Our Human Resources Department works in partnership with managers and their teams, with individual employees, and with other groups to provide programs and services that create a work environment of employee empowerment and involvement in the business. Our corporate values of customer orientation, continuous improvement, teamwork, and achieving results are woven into every aspect of human resource management.

PQ Corporation

"As a strategic partner with Rollins' leadership, we develop and deliver innovative human resource programs and services designed to support the mission of the College. Our core services and competencies include recruitment and staffing, employee relations, organizational and employee development, risk management, compensation and benefits, payroll, HR information management, and regulatory compliance."

Rollins College Human Resources Department

153

What are the various Types of PLANNING ?

Corporate Planning

Strategic Planning

Operations Planning

Tactical Planning

Program/Project Planning

Action Planning

LEVELS
~~Types~~ *of* PLANNING

Corporate Planning

Strategic Planning

Operations Planning

Tactical Planning

Program/Project Planning

Action Planning

What are the various Types of PLANNING ?

Business Planning

Development Planning

Systems Planning

Environmental Planning

Urban/City Planning

Planning Areas/Concerns
~~Types of PLANNING~~

Business Planning

Development Planning

Systems Planning

Environmental Planning

Urban/City Planning

155

Approaches to
~~Types~~ **of PLANNING**

- REACTIVE

- ANTICIPATORY

Approaches to **PLANNING**

- REACTIVE

- ~~XXXXXX~~ ~~ANTICIPATORY~~ **PROACTIVE**

Approaches to **PLANNING**

- REACTIVE

- INACTIVE

- **PREACTIVE**

- PROACTIVE

Russel Ackoff. *Creating the Corporate Future.*

---

4 *Approaches to* **PLANNING**

- **REACTIVE**
  "Planning through the rear-view mirror"

- **INACTIVE**
  "Going with the flow"

- **PREACTIVE**
  "Preparing for the future"

- **PROACTIVE**
  "Designing the future and making it happen"

Russel Ackoff. *Creating the Corporate Future.*

156

ALL ORGANIZATIONS DO SOME KIND OF PLANNING ....

Planning is as natural as instinct or a reflex behavior.

But organizations differ in the effectiveness of their PLANNING . . .

. . . which is a function of the quality of their planning system/process . . .

- DESIGN of the SYSTEM itself
- SERIOUSNESS
- COMMITMENT
- CONSISTENCY
- LINKAGE with other ORGL systems

INSIGHTS
on
Planning Effectiveness

1. The need to understand and "let live" with VARYING PERSPECTIVES (among planners)

2. Recognizing and dealing with common PLANNING WOES

3.

INSIGHTS on Planning Effectiveness

2. Recognizing and dealing with common PLANNING WOES

Notwithstanding the avowed direction-setting elements of STRAT PLANS

1) Many of the STRAT PLANNING Exercises become an end in themselves
   - *Vision-Mission statements serve as unifying/rallying points for organizational productivity*

INSIGHTS on Planning Effectiveness

2. Recognizing and dealing with common PLANNING WOES

Notwithstanding the avowed direction-setting elements of STRAT PLANS

2) Links between STRAT PLANS and OPLANS remain at a conceptual level
   - *While organizational GOALS and business STRATEGIES are laid down to serve as basis for OPLAN-ning, their linkage is not well-knit*

Slide 1:

INSIGHTS on
Planning Effectiveness

2 Recognizing and dealing with common PLANNING WOES

Notwithstanding the avowed direction-setting elements of STRAT PLANS

3) Most planning exercises end with the document-ation of the plan (at best, down to the OPLAN level) but these are not systematically monitored and evaluated to gauge the effectiveness of the Plan

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 2:

INSIGHTS on
Planning Effectiveness

1 The need to understand and "let live" with VARYING PERSPECTIVES (among planners)

2 Recognizing and dealing with common PLANNING WOES

3 Believing that the future is today's DREAM and that *"Dreaming can be for real"*

Australian Aid
PAHRODF

Slide 3:

INSIGHTS on
Planning Effectiveness

With trade globalization, PLANNING has become even more crucial for organizations in the 21st century

Australian Aid
PAHRODF

Slide 4:

MANAGING IN THE TWENTY FIRST CENTURY
(Looking back; Looking forward)

20th Century	21st Century
Stability, predictability	Discontinuous change
Size and scale	Speed and responsiveness
Leadership from the top	Leadership from everybody
Organizational rigidity	Permanent flexibility
Control by rules and hierarchy	Control by vision and values
Information closely guarded	Information shared
Quantitative Analysis	Creativity, intuition
Need for certainty	Tolerance of ambiguity
Reactive; risk-averse	Proactive, entrepreneurial
Corporate independence	Corporate interdependence
Vertical integration	"Virtual" integration
Focus on internal organization	Focus on competitive environment
Sustainable competitive advantage	Constant reinvention of advantage
Competing for today's markets	Creating tomorrow's markets

From *Managing in the 21st Century* by Jet Magsaysay
World Executive's Digest, January 1997

158

MANAGING IN THE TWENTY FIRST CENTURY
(Looking back; Looking forward)

20th Century	21st Century
Stability, predictability	Discontinuous change
Size and scale	Speed and responsiveness
Leadership from the top	Leadership from everybody
Organizational rigidity	Permanent flexibility
Control by rules and hierarchy	Control by vision and values
Information closely guarded	Information shared
Quantitative Analysis	Creativity, intuition
Need for certainty	Tolerance of ambiguity
Reactive; risk-averse	Proactive, entrepreneurial
Corporate independence	Corporate interdependence
Vertical integration	"Virtual" integration
Focus on internal organization	Focus on competitive environment
Sustainable competitive advantage	Constant reinvention of advantage
Competing for today's markets	Creating tomorrow's markets

From *Managing in the 21st Century* by Jet Magsaysay
World Executive's Digest, January 1997

MANAGEMENT VIEWS
From: Rethinking the Future

"Restructuring has been about getting smaller.
Reengineering has been about getting better.

But getting smaller and better is not sufficient.
At some point, you have to reinvent
the basis for competition;
and that you have to be different as a company.

You have to be willing to *challenge many of the*
fundamental assumptions you have
about how you compete in the industry."

Gary Hamel

MANAGEMENT VIEWS
From: Rethinking the Future

"Companies are going to have to unlearn a lot of
their past – and also forget it.
The future will not be an extrapolation of the past.

Like a space rocket on the way to the moon,
a company has to be willing
to jettison the parts of its past
which no longer contain fuel for the journey
and which are becoming, in effect,
excess baggage."

C.K. Prahalad

Validation of PGLDN's HR Strategic Directions

Outputs of the previously conducted HR Strategic Directions Planning Anchored on the LDN V-M-G

- PGLDN's HR Vision and HR Philosophy

- PHRMDO's Vision, Mission and Strategic Directions/Goals, Measures, Targets and Initiatives

VISION

- a desirable state that you wish to create for your organization

- it is the end-result of what you will have done

- a 'dream,' 'to be'

- it is the force that will sustain you when your mission seems heavy to endure or enforce

VISION ATTRIBUTES

- **FUTURE-ORIENTED**

- **INSPIRATIONAL**

- **COMPELLING**

- **RELATIVELY STABLE OVER TIME**

- **INVOLVES A HIGH DEGREE OF SUCCESS**

A *Compelling* Vision Statement is …

- Written down where you can constantly refer to it.

- Written in the present tense as if it has already been accomplished.

Slide 1

Bases for the HR Vision and process for crafting it

- PGLDN V-M-Sectoral Goals aligned with National goals.

- Department mandates and development thrust aligned with PGLDN sectoral goals.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT FACILITY

Slide 2

Definition of HR Philosophy

- Provides and articulates the direction on how people in the organization will work.

- Reflects a set of beliefs that are essential and core to the character of the organization over the years.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT FACILITY

Slide 3

Definition of HR Philosophy

- Serves as guide in decision-making and choice of action.

- Reflects a set of values important to the organization.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT FACILITY

Slide 4

The Proposed PGLDN HR Vision

The workforce Lanao del Norte is a competent and innovative team, rendering holistic service with integrity.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT FACILITY

Definition of key elements

TEAM – A group of employees with clear shared goals, agreed-on roles and procedures or ways of working together, positive work relationships, with members who are competent and committed.

COMPETENT – Efficient and effective in terms of KSAs.

Definition of key elements

INNOVATIVE – Open to changes, able to introduce changes and new ideas or ways of doing things.

HOLISTIC SERVICE – Providing the highest level of customer satisfaction.

INTEGRITY – Putting in action work ethics consistent with moral and spiritual norms and promoting justice and fairness; includes values such as honesty, word of honor.

The Proposed
PGLDN HR Philosophy

We believe:

That our employees are the most valuable resource and responsive partners worth nurturing;

We believe further:

That effective partnership fosters excellent service, and That spiritual wisdom is key to effective public service

Definition of key elements

MOST VALUABLE RESOURCE – the employees are most important and cherished resource more than equipment, money, and methods.

RESPONSIVE PARTNERS – Employees who are able to immediately provide assistance or address needs of customers.

Definition of key elements

PARTNERS – co-worker or allies

PARTNERSHIP – working with, not working for, other departments

EXCELLENT SERVICE – the best quality service or way of responding to needs

SPIRITUAL WISDOM – guidance from the Almighty

VISION ATTRIBUTES

- **FUTURE-ORIENTED**

- **INSPIRATIONAL**

- **COMPELLING**

- **RELATIVELY STABLE OVER TIME**

- **INVOLVES A HIGH DEGREE OF SUCCESS**

The Proposed
PHRMDO Vision

We are a competent and proactive partner rendering excellent human resource services to realize our provincial government goals.

Definition of key elements

COMPETENT – Efficient and effective in terms of knowledge, skills and attitude.

PROACTIVE – Actions are intended to cause positive changes or results rather than reacting to change or problems.

PARTNER – Ally, working with other departments not for other departments.

Definition of key elements

EXCELLENT HR SERVICE – HR services such as quality and timely personnel transactions, putting in place and effectively managing systems like user-friendly performance evaluation system, performance-based rewards system, competency-based learning and growth opportunities, etc. for the employees of LDN provincial government

---

MISSION

… is the beginning of organizational leadership.

… provides overall direction and clarifies one's purpose and meaning.

… contains a set values that give shape to it.

It is centered around the process of what you need to be doing.

It is a written-down reason for being; it holds a personal passion.

An enduring statement of purpose that distinguishes one organization from other similar entities.

A brief, succinct and focused statement of purpose

Two Basic Elements of a Meaningful Mission Statement

1. **It describes what you want to BE**

   – What character strengths you want to have
   – What qualities you want to develop

2. **It describes want you want to DO**

   – What you want to accomplish
   – What contributions you want to make

3 SIMPLE ELEMENTS OF A GOOD MISSION STATEMENT

1. It is no more than a single sentence long.

2. It is easily understood by a twelve year old.

3. One should be able to recite it by memory (at gunpoint).

The Proposed
PHRMDO Mission

IN SUPPORT OF THE
SHARED VISION OF LANAO DEL NORTE,
THE PHRMDO COMMITS:

• To empower employees and sustain their commitment to public service;

• To provide responsive human resource services with integrity

---

Definition of terms

EMPOWER EMPLOYEES – Capacitate, build capabilities of employees.

SUSTAIN COMMITMENT – Keep strong or stronger the willingness to serve.

RESPONSIVE HR SERVICES – Recruitment, rewards, training, performance evaluation, etc services meet the needs of the employees.

Definition of terms

INTEGRITY – Putting in action work ethics consistent with moral and spiritual norms and promoting justice and fairness; includes values such as honesty, word of honor.

Slide 1

PHRMDO Strategic Objectives/Goals, Measures, Targets, and Initiatives

Slide 2

Definitions of ...

Measures – are indicators or KPIs
 ex. % increase in tax collection

Targets – desired result of a performance measure
ex. 25% increase in tax collection from previous year

Initiatives – are also called programs, projects, action plans, outputs

Slide 3

Definitions of ...

Strategic Objectives

✓ are broadly defined objectives along each perspective that an organization must achieve in pursuit of its vision and mission

✓ are based on an outcome orientation

ex. enhanced competency of our workforce

Slide 4

The Proposed
PHRMDO Strategic Objectives/Goals, Measures, Targets and Initiatives – for HRM

What Is Human Resource Management (HRM)?

- It is the function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization. Human Resource Management can also be performed by line managers.

What Is Human Resource Management (HRM)?

- It is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training.

Matrix for Human Resource Management (HRM)

HRM Strategic Objectives	Metrics		
	Measures	Targets	Initiatives
1. Enhanced and Rationalized Selection process	1a. Manual with policies (approved) 1b. Skills based		2a. Competency-Based OS/RSP 2b. Review Policy RSP 2c. Behavior-Based RSP
3. Developed Competency based Job Descriptions (JD)	3. % of applicants or positions with JD(s) developed and competency-based		3. Adopt a competency based JD(s)

HRM Strategic Objectives	Metrics		
	Measures	Targets	Initiatives
4.Enhanced reward recognition system	4. # of performing employees provided with rewards and recognition		4. Implement performance incentive scheme
5.Employee Relations System in place	5. Reduced of conflicts, Reduced of grievances cases		5a. Health and Wellness 5b. Develop the ER System
6.HRIS fully implemented and operationalized	6.Degree of subsystems HRIS operationalized		
7.Rationalized MSPP	7.# of promotional actions		7. Present to MANCOM subsequent approval

---

The Proposed PHRMDO Strategic Objectives/Goals, Measures, Targets and Initiatives – for HRD

What Is Human Resource Development (HRD)?

- the framework for helping employees develop their personal and organizational skills, knowledge, and abilities.

- Opportunities such as employee training, employee career development, performance management, coaching, mentoring, succession planning, scholarships.

What Is Human Resource Development (HRD)?

- The focus is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

169

Slide 1

Australian AID
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

What Is Human Resource Development (HRD)?

- Organizations have many opportunities for human resources or employee development, both within and outside of the workplace.

Slide 2

Australian AID
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Matrix for Human Resource Development (HRD)

Slide 3

HRD Strategic Objectives	Metrics		
	Measures	Targets	Initiatives
1.Implemented 3-year HRD Plan	1a. % of HRD Intervention Implemented; 1b. Trained Employees; 1c. Number of scholarship grants; 1d. # of employees trained with VS performance rating; 1e. Pool of Trainers	1a. 80% (of the prioritized interventions) by the end of the 3rd year 2&3 (refer to HRD Plan); 1b. Executive Order creating the Pool of Trainers; 1c. Pool of Trainers implementing the in-house training program	1a. Competency based HRD interventions; 2. SUJ Criteria based prioritization; 1b. Annual Plan Assessment; 1c. TNA/Competency Analysis; 1d. Training of Trainers
3.Adapted SPMS (Strategic Performance Management System)	2a. SPMS manual (policies and guidelines); 2b. Number of employees evaluated, etc.	1. All employees evaluated; 2. Sponsorship by top management; 2. CSC approved SPMS	2a. Competency based systems aligned with organizational/department goals; 2b. Communication Plan

Slide 4

HRD Strategic Objectives	Metrics		
	Measures	Targets	Initiatives
2. Installed Learning & Development Management System	5a. LDMS Manual; 5b. Lapses/problems on management of L&D activities	a. Approved LDMS Manual; b. Minor lapses	a. Training on Training Management Program (module development, logistics & admin, M&E, managing LSPs); b. Fund sourcing, Appropriate Funds for Technical Assistance; c. Engagement of an LSP
4. Developed and Implemented a Career Management Plan	3a. Manual; 3b. # of employees with clear career path	3a. Manual Approved; 3b. __ target of employees with clear career path	3b. Fund sourcing, Appropriate Funds for Technical Assistance; 3c. Engagement of an LSP; 3a. Career profiling
5. Succession Plan (SP) in place	4a. SP manual; 4b. 2nd liners identified	4a. SP approved; 4b. Manual approved	4a. Develop the competency based SP; 3b. Fund sourcing, Appropriate Funds for Technical Assistance; 3c. Engagement of an LSP

Creating the Learning Environment

Slide 1
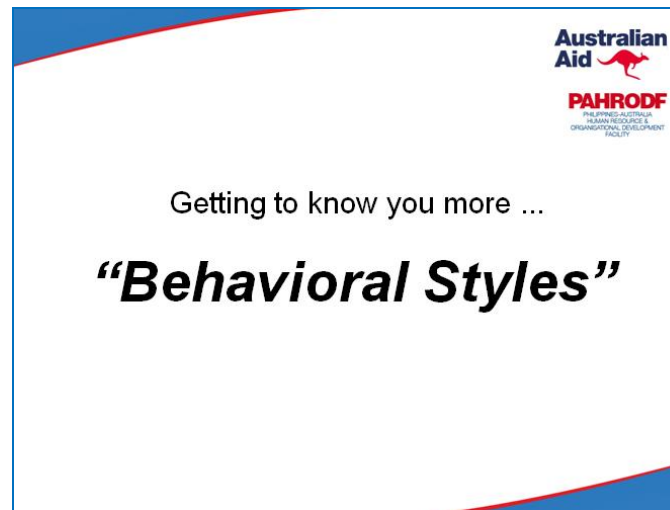
1. Where are you in the continuum?
   Put an x mark.

   * Are you more emotional or less emotional?

   Less Emotional

   More Emotional

Slide 2

2. Where are you in the continuum?
   Put an X mark.

   * Are you more assertive or less assertive?

   More Assertive   **Less Assertive**

Slide 3

LESS EMOTIONAL

MORE ASSERTIVE   **LESS ASSERTIVE**

MORE EMOTIONAL

Slide 4

Less Emotional

More Assertive   **Less Assertive**

More Emotional

173

Slide 1:

3. Group according to the quadrants.
   Each group is to answer the following:

   ✓ Five greatest strengths
   ✓ Five greatest weaknesses
   ✓ Three greatest likes
   ✓ Three greatest dislikes
   ✓ What motivates you to do better

Slide 2:

LESS EMOTIONAL

CONTROLLER I	**ANALYST** II
PROMOTER III	**SUPPORTER** IV

MORE ASSERTIVE (left)

LESS ASSERTIVE (right)

MORE EMOTIONAL
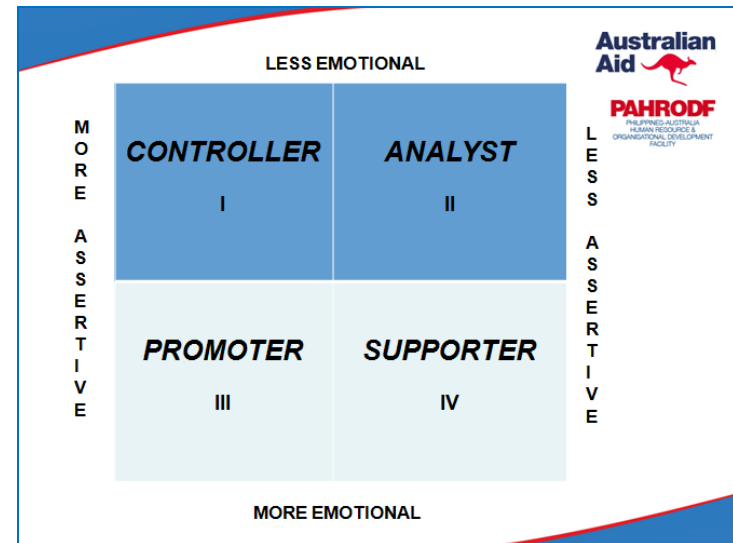
Slide 3:

Controller (formal dominant)	**Analyst** (formal flow with)
Likes: organization, challenge, competition, money, position, winning **Dislikes**: dishonesty, tardiness, procrastination, laziness, cheaters, boredom **TASK ORIENTED** **Assets:** leadership, integrity, persistence, tenacity, character **Motivated by:** money, challenge, recognition, achievement **SELLERS**	**Likes:** neatness, organization, respect, structure, details **Dislikes:** wasting time, restrictions, being pushed, negativity, close-mindedness **TASK/RELATIONSHIP ORIENTED with a little more weight on TASK** **Assets:** researchers, structure, analytical, easy to get along with **Motivated by:** challenge, data, facts, accomplishment, what makes sense **BUYERS**

Slide 4:

Promoter (informal dominant)	**Supporter** (informal flow with)
Likes: sports, money, action, positive people **Dislikes:** rules, dishonesty, helplessness, negative people, tardiness **TASK/RELATIONSHIP ORIENTED with a little more weight on RELATIONSHIP** **Assets:** leadership, self-starter, attitude, self-image, energy **Motivated by:** encouragement, challenge, achievement, recognition, money **SELLERS**	**Likes:** affection, peace, approval, touching **Dislikes:** unfaithfulness, fighting, intimidation, deadlines, pressure **RELATIONSHIP ORIENTED** **Assets:** great friend **Motivated by:** fun, approval, love, encouragement, recognition, sunshine, friendship **BUYERS**

Goals
Roles
Procedures
Relationships
Competence
Commitment

Goals

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY
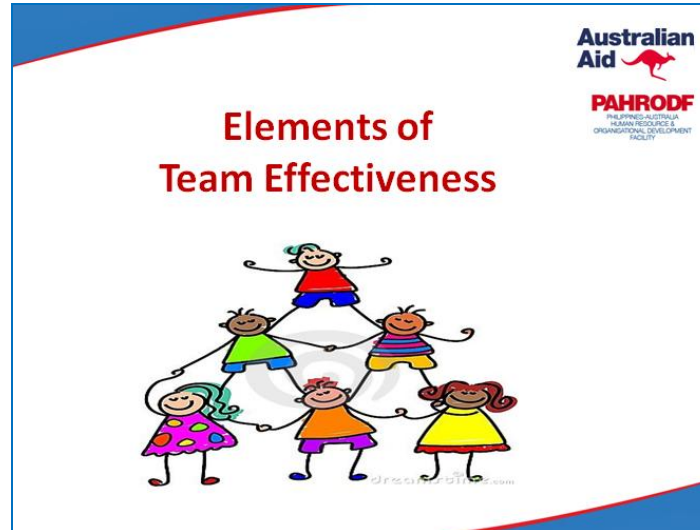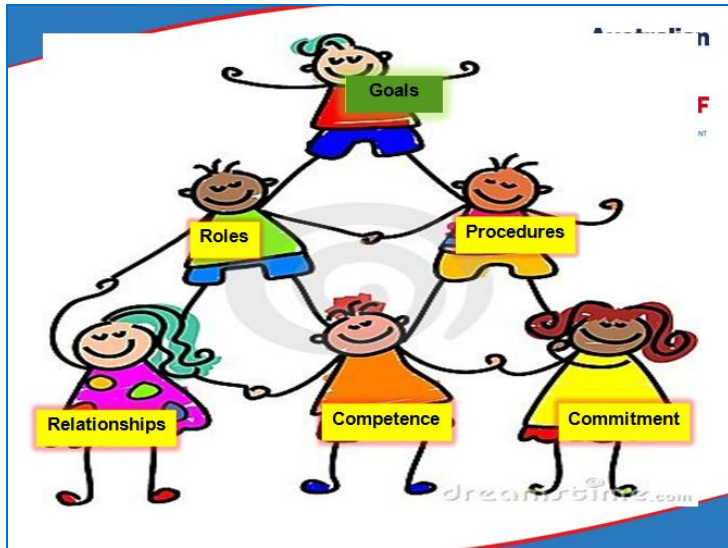
- What is the Core Team's goal and objectives?
- Are they: clear, understood,
  communicated,
  accepted by all members?

Roles

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY
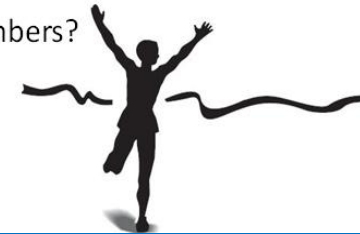
- Who does what?
- Are roles clear and agreed on?
- Are all the things that need to be done being done?
  (Are there cracks or overlaps?)

Procedures

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Include norms, systems and processes:

- What helpful mechanisms (e.g., meetings, problem-solving discussions) are in place?

- Are they communicated and accepted?

Relationships

- How do team members communicate and interact?
- Are team members supportive, trusting and collaborative?
- Do members welcome feedback?

Trust

The basis of all successful and meaningful relationships

Competence

- Can the team members do their jobs?
- Are they equipped with the needed knowledge, skills and attitudes to deliver the expected?
- Do team members take responsibility for upgrading their competencies?

Commitment

- Are team members **motivated** to be part of the team and do their share?
- Do team members demonstrate **initiative to contribute** to the team's goals?

Synergy

Combined action of two or more agents that…

… acting jointly, **increase the effectiveness** of one another

… and produce an outcome that is **GREATER than the sum of their outcomes** when acting independently

---

OR MORE !

Synergistic Team

A team that can …
- ✓ Accomplish something much bigger
- ✓ Work more effectively than a group of the same individuals working on their own

---

Synergistic Team

Possible when people use their strengths **in full**, and **compensate** for each other's weaknesses.

TEAMWORK

"Teamwork is…the fuel that allows common people to attain uncommon results."

SHOP TEAMWORK ROWERS ITEMS

Commitment: Western View
Kenneth Blanchard

There is a difference
between interest and commitment.

When you are interested in doing
something,
you do it only when it is convenient.

When you are committed to
something,
You accept no excuses, only results.

Commitment: Eastern View

An old pilgrim was making his way
To the Himalayan mountains in the
bitter cold of winter when it began to
rain.

An innkeeper said to him,
"How will you ever get there in this
kind of weather, my good man?"

The old man answered cheerfully,
"My heart got there first,
So it is easy for the rest of me to
follow."

Slide 1

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

HRD PLANNING
(Perspective Setting)

Slide 2

Australian Aid

SLE: HUMAN PROCESS FLOW CHART
(20 minutes)

Instructions:
- Participants to count off from 1-14.
- Distribute the meta cards- 1 per pax.
- Participants to write in their blank strips, the WORD/PHRASE assigned to their number. (Listing on the right)
- Regroup the participants into 4 small groups.

THE TASK:
In your small group, discuss and agree on the most logical sequencing of the 14 items. Prepare a list in your proposed sequence as guide for the execution of the human process flow chart. Choose a leader/representative of your group.

Ask all pax to stand up in front, holding on to their respective metacards. The rep of each small group shall take turns in organizing the pax according to the sequence of the words/phrases as their group had considered to be most logical.

Materials: Blank Meta Cards
Marking Pens
1. General Program Design
2. Budget
3. Strategic Plan
4. Competency Gaps
5. Program Monitoring
6. Priority for Action
7. Development Interventions
8. Strategic HR Directions
9. Target Participants
10. Desired Competencies
11. Other Resource Requirements
12. Program Evaluation
13. Existing Competencies
14. Schedules

A picture shall be taken of each group's Human Flow Chart so that this could later be projected on screen for everyone to see and analyze.
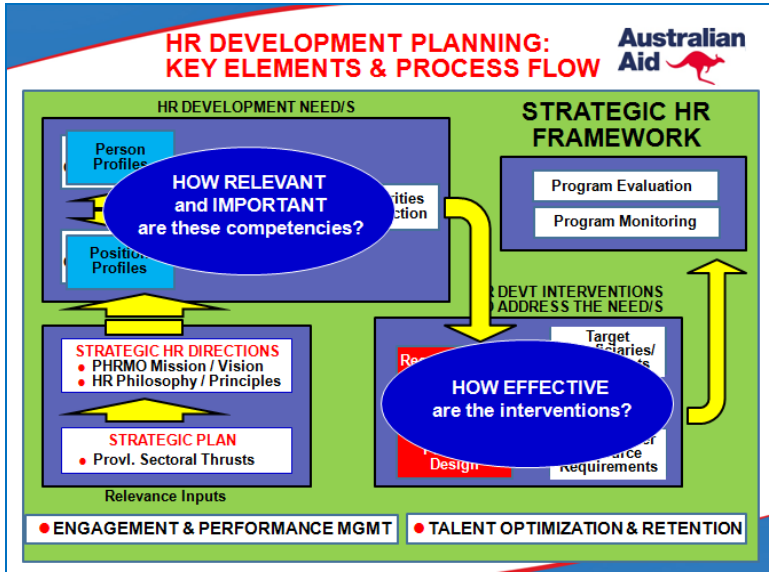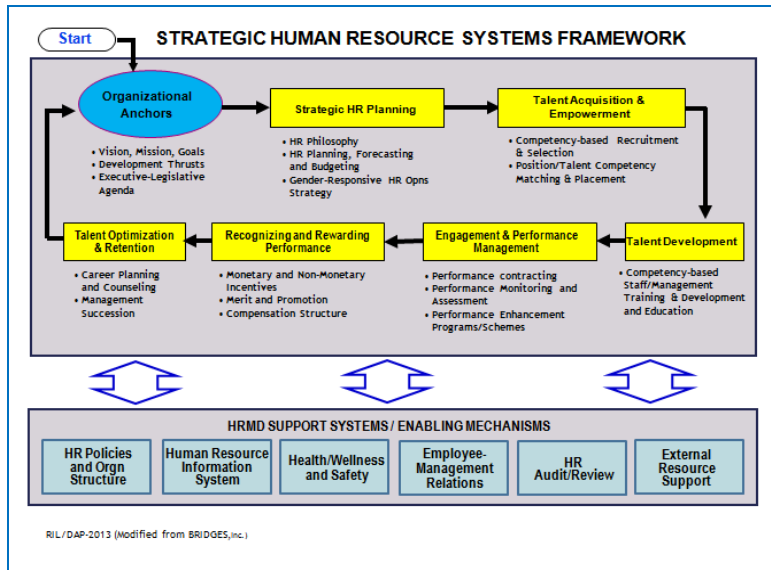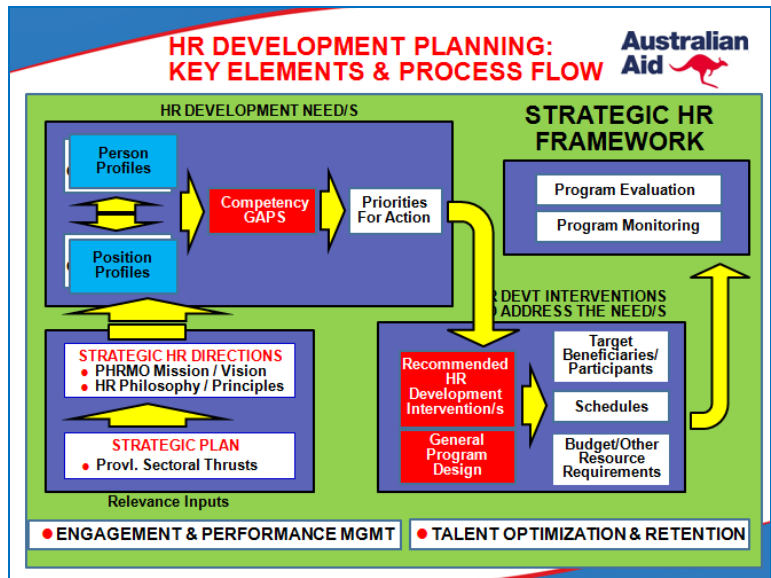
HR DEVELOPMENT PLANNING:
KEY ELEMENTS & PROCESS FLOW

HR DEVELOPMENT PLANNING: KEY ELEMENTS & PROCESS FLOW

STRATEGIC HUMAN RESOURCE SYSTEMS FRAMEWORK

RIL/DAP-2013 (Modified from BRIDGES,Inc.)
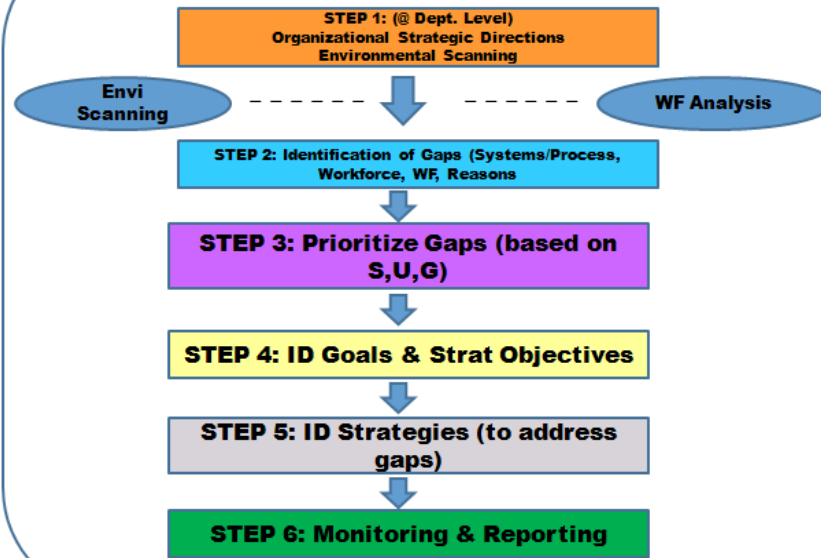
Provincial Government
of Lanao del Norte

VISION 2020

For Lanao del Norte to be a globally competitive agri-industrial community of God-loving, ecology-conscious, culturally diverse people working together in peace and harmony to achieve equity and prosperity

VISION 2020

For Lanao del Norte to be a globally competitive agri-industrial, community of God-loving, ecology-conscious, culturally diverse people working together in peace and harmony to achieve equity and prosperity

VISION PILLARS

- Globally Competitive
- Agri– industrial
- God–loving
- Ecology Conscious
- Culturally Diverse
- Peace and Harmony
- Equity and Prosperity

184
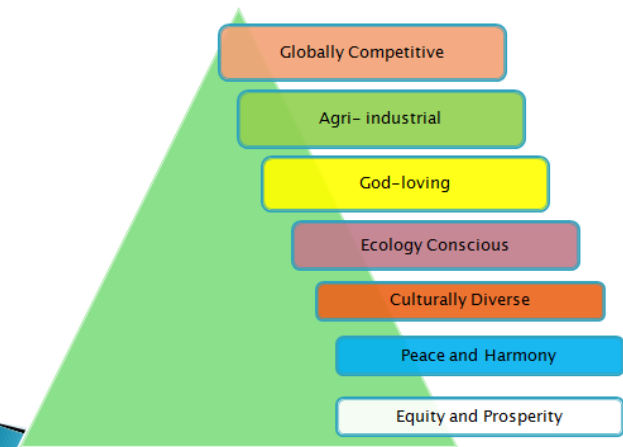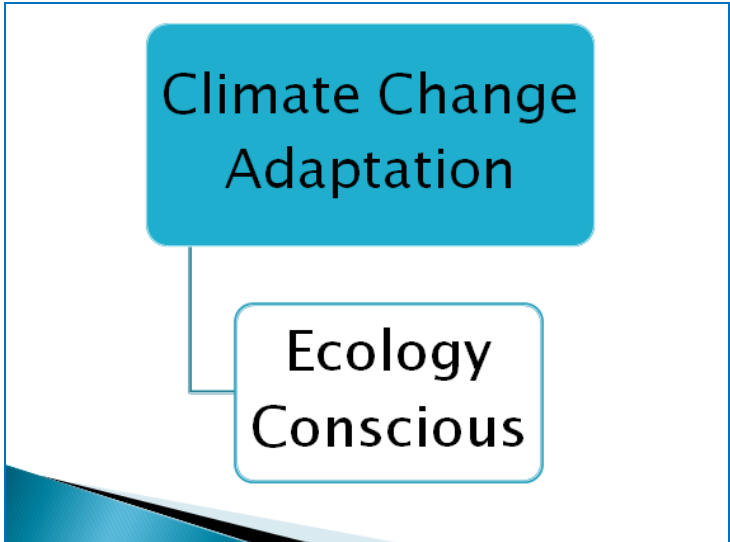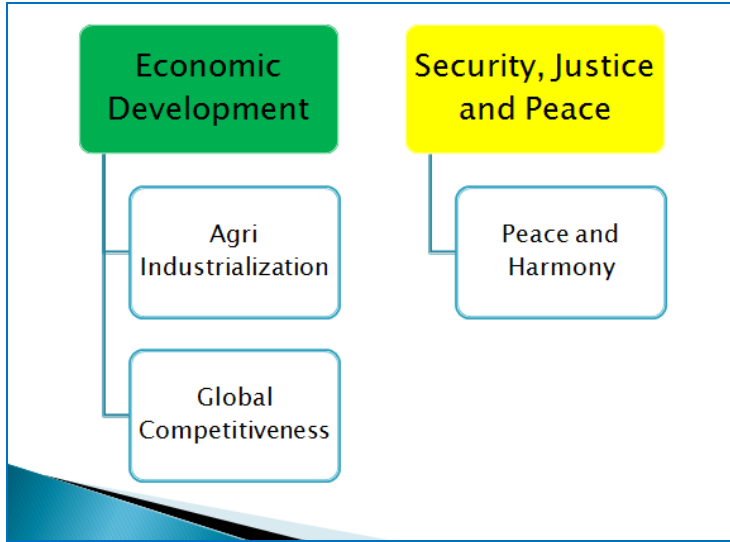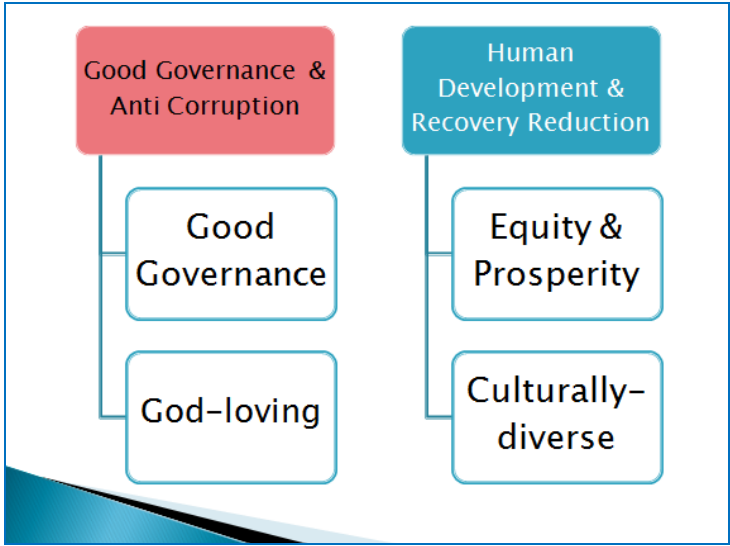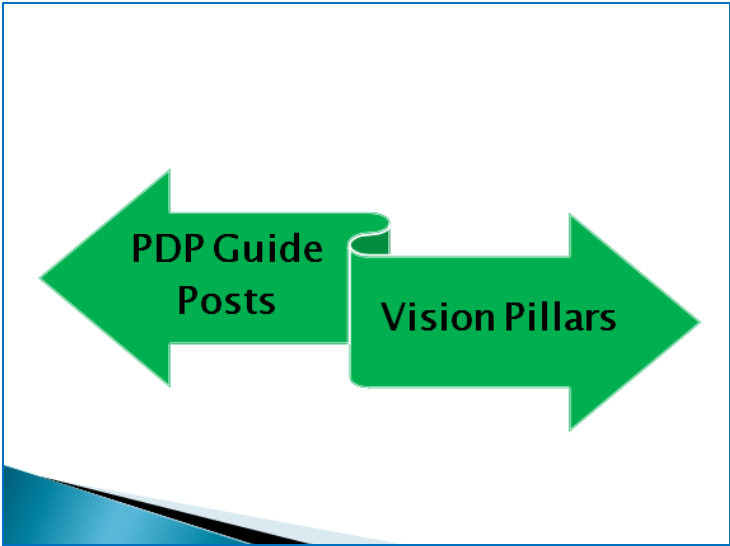
GOALS

ECONOMIC GOALS

Global Competitiveness	Agri-industrialization

SOCIAL GOALS

God-loving	Ecology Conscious

LONG TERM GOALS

Peace and Harmony	Equity and Prosperity

MISSION

Finally, *our aim is to render selfless public service and an improved system of local governance that would lead towards attainment of a better quality of life for all.*

MKD 3–Point Agenda

Infrastructure

Rural Livelihood

Good Governance

Social Development
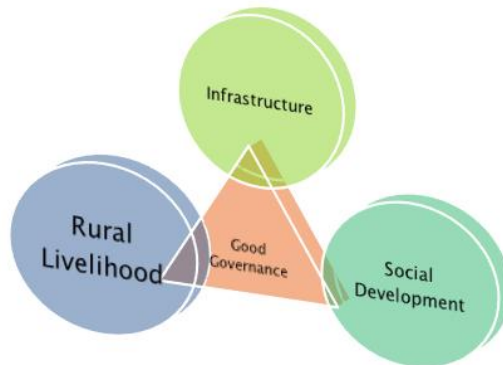
Social Development	Infrastructure	Rural Livelihood
Health Reform Agenda	Road Network Development Program	One Town One Product (OTOP)
Provincial Education Initiatives	Provincial Facility Construction and Renovation	Livelihood Development Programs
Tourism Development Programs	Communication Facilities	Livelihood Programs in Partnership with CSOs

SECTORAL GOALS

1 · Increased agricultural production, productivity and profitability

2 · Increased economic activity, employment and livelihood opportunities

3 · Improved access to quality basic and higher level services in health and education

4 · Increase household coverage to basic amenities such as shelter, water and electricity

5 · Rehabilitated denuded watershed areas

6 · Increased productivity in coastal and marine resources

7 · Increased efforts for disaster risk reduction and climate change adaptation

8 · Reduced consequences of natural and man-induced calamities and disasters

9 · Increased social inclusion in governance and local development

Increased social inclusion in governance and local development

• **Effective and efficient service delivery**

Daghang salamat !!!

Key Elements of HR Vision

Team	• A group of competent and committed employees working together towards one direction
Competent	• Efficient and effective in terms of Knowledge, Skills, and Attitude and cost effective
Innovative	• Open to changes, able to introduce changes and new ideas or ways of doing things
Excellent public service	• Providing service with the highest level of customer satisfaction
Integrity	• Putting in action work ethics consistent with moral and spiritual norms; includes values such as honesty, word of honor

HPGLDN HR Philosophy

We believe:

That our employees are the most valuable asset worth nurturing; and
That providing conducive environment will enable our employees reach their optimum potential

We believe further:

That effective partnerships foster excellent service; and
That spiritual wisdom is key to effective public service

Key Elements of HR Philosophy

Most valuable asset	• Employees are the most important and cherished resource more than equipment & money
Conducive Environment	• Sufficient & available logistic support, job fit, career & learning growth based on continuous enhancement of competencies & harmonious relationship
Optimum Potential	• Aligning the employee's highest aspirations, imagination, creativity and passion towards the fulfillment of PGLDN's goals & his/her own goals
Excellent service	• Providing service with the highest level of customer satisfaction
Partnership	• Working with, not working for other departments
Spiritual wisdom	• Guidance from the Almighty

PHRMDO Vision

We are a competent and
proactive partner
rendering customer-friendly and
quality human resource services
with the
highest level of professionalism.

Key Elements of PHRMDO Vision

Competent	· Efficient and effective in terms of knowledge, skills and attitude
Proactive	· Actions are intended to cause positive changes or results rather than reacting to change or problems
Partner	· Ally, working with other departments not for other departments
Customer-friendly	· Serving with a warm & sincere SMILE to the delight of the customer
Quality HR service	· Timely, efficient and effective delivery of HR services provided by highly competent HR staff
Professionalism	· Conforming with the quality & ethical standards of a job

PHRMDO Vision

We are a competent and
proactive partner
rendering customer-friendly and
quality human resource services
with the
highest level of professionalism.

PHRMDO Mission

To meaningfully contribute to the attainment
of the PGLDN HR Vision, the PHRMDO commits:

· To spearhead the empowerment of employees
in partnership with other offices; and

· To ensure the provision of responsive
human resource services strengthening
employees' commitment to
public service.

We are guided by the core values of integrity,
teamwork and excellent service.

Key Elements of PHRMDO Mission

Empowerment	· Capacitate & build capabilities of employees
Responsive HR services	· Recruitment, rewards, training, performance evaluation, that meet the needs of the employees
Integrity	· Putting in action work ethics consistent with moral and spiritual norms and promoting justice and fairness; includes values such as honesty, word of honor
Teamwork	· Process of working collaboratively with a group of people using their individual skills and providing constructive feedback in order to achieve same goal
Excellent Service	· Providing public service with the highest level of customer satisfaction

191

PHRMDO Strategic Objectives / Goals and Initiatives / Strategies

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

PHRMDO HRM Strategic Objectives / Goals and Initiatives

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

HR Management Strategic Objectives & Initiatives

Australian AID

HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

1. Enhanced Recruitment and Selection Process (ERSP)
- Competency-Based RSP Manual of Policies and Guidelines
- Skills-Based Selection Process
- Pursuant to CSC Rules & Regulations

2. Developed Competency-Based Job Description (JDs)
- Competency Modeling of Positions
- Pursuant to CSC Rules & Regulations

3. Enhanced Rewards and Recognition System
- Performance-Based Rewards and Recognition System
- Budget allocation for monetary & non-monetary rewards
- Pursuant to CSC Rules & Regulations

Australian AID

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

4. Developed and Implemented Retention Program

*Enhanced Merit Promotion Process (MPP)
*Welfare and Benefit (Developed and Implemented)
*Health and Wellness
*Grievance System

- Manual of Policies and Guidelines
- Competency- based MPP
- Welfare and Benefit Program
- Comprehensive Health and Wellness Program
- Pursuant to CSC Rules & Regulations

5. Pre-Retirement Program Developed
- Inclination based PRP
- Pursuant to CSC Rules & Regulations

6. HRIS fully implemented
- HRIS Manual
- Web based Personal Data Sheet
- Computer Literacy Program
- Pursuant to CSC Rules & Regulations

7. CSC Level 2 accredited
- 4 Rs are functional

PHRMDO
HRD Strategic Objectives / Goals and Initiatives

HR Development Strategic Objectives & Initiatives

1. Full Implementation of the 3-year HRD Plan
- Competency-Based HRD interventions
- GAD responsive HRD Interventions
- S-U-G (seriousness, urgency, & growth) Criteria for Prioritization
- Annual Plan Assessment
- Pool of Trainers
- CSC Compliance for Level 2 Accreditation

2. Installed Learning and Development Management System (LDMS)
- Training on Training Management Program
- Manual on Training Management
- Resource Mobilization
- Technical Assistance cum Coaching

---

3. Adapted Strategic Performance Management System (SPMS)
- Competency-based SPMS aligned with organizational/department goals
- Communication Plan

4. Developed and Implemented a Career Management Plan (CMP)
- Career Profiling
- Resource Mobilization
- Technical Assistance cum Coaching

5. Succession Plan (SP) in place
- Competency-based Succession Plan
- Resource Mobilization
- Technical Assistance cum Coaching

193

Competency-Based HRMD Systems

Job-Based HRMD Systems
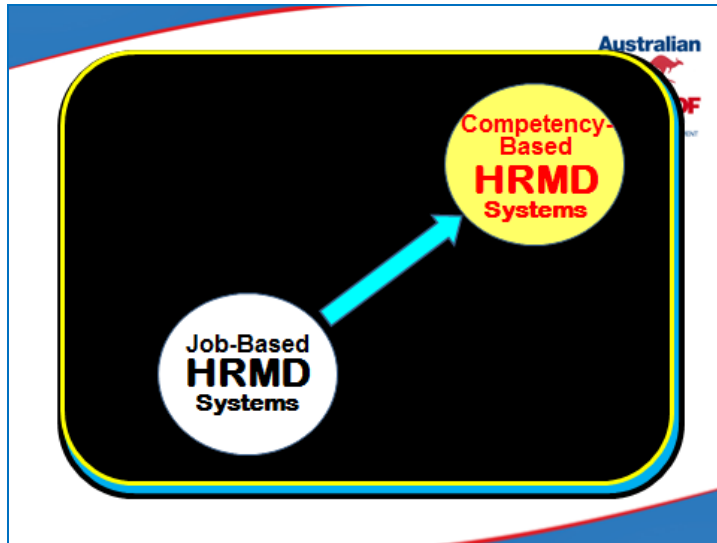
1960
Trades and Crafts

(Focus on Capability of Rank and File Employees : Introduction of Skills Testing)

1970
Intellectual Quotient

(Focus on Capability of Technical Staff : Popularity of Mental Ability Tests)

1980
Behavior

(Focus on Managerial Competencies: Popularity of Assessment Center Technology)

1990

Knowledge, Skills, Attitude

(Adherence to the philosophy of KSA
as critical elements/determinants of employee
performance and productivity)

2000

Competencies

(Onset of the shift/transitioning to Competency-based
Human Resources Management and Development)

Why Competencies?

The THESIS of the '90s

Knowledge
Skill
Job Attitude

? HOW VALID
is this thesis?

K + S + A
do not guarantee
Top Performance

JOB PERFORMANCE

Slide 1:

KSA must be demonstrated; i.e., translated into ACTION to produce desired RESULTS.

Knowledge
Skill
Job Attitude

↓

ACTION
Observable Behavior

↓

JOB PERFORMANCE

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 2:

What is COMPETENCY ?

Knowledge
Skill
Job Attitude

↓

ACTION
Observable Behavior

— COMPETENCY

↓

JOB PERFORMANCE

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 3:

What is COMPETENCY ?

Competency {

- A combination of skills, job attitude and knowledge which is reflected in a job behavior that can be observed, measured and evaluated.

- Competency is a determining factor for successful performance;

- The focus of competency is behavior which is an application of skills, job attitude and knowledge.

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 4:

COMPETENCY
(Other Definitions)

The combination of observable and applied skills, knowledge and behaviors necessary for individual and organizational effectiveness / success.

The capacity of an individual or an organization to meet (or exceed) requirements by producing outputs/results at an expected level of quality within the constraints of the organization's internal and external environments.
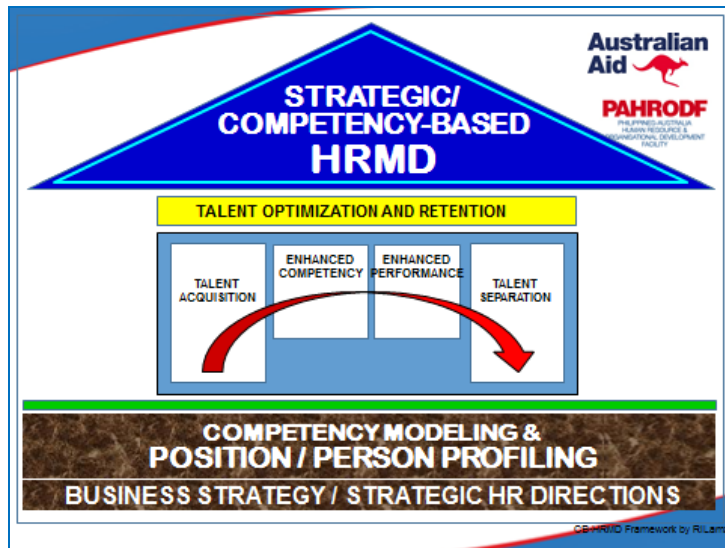
Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

STRATEGIC/ COMPETENCY-BASED HRMD

TALENT OPTIMIZATION AND RETENTION

TALENT ACQUISITION — ENHANCED COMPETENCY — ENHANCED PERFORMANCE — TALENT SEPARATION

COMPETENCY MODELING & POSITION / PERSON PROFILING

BUSINESS STRATEGY / STRATEGIC HR DIRECTIONS

Toward a Competency-Based HRMD . . .

Toward a Competency-Based HRMD . . .

The Journey . . .

Competency-Based **HRMD** Systems

Job-Based **HRMD** Systems
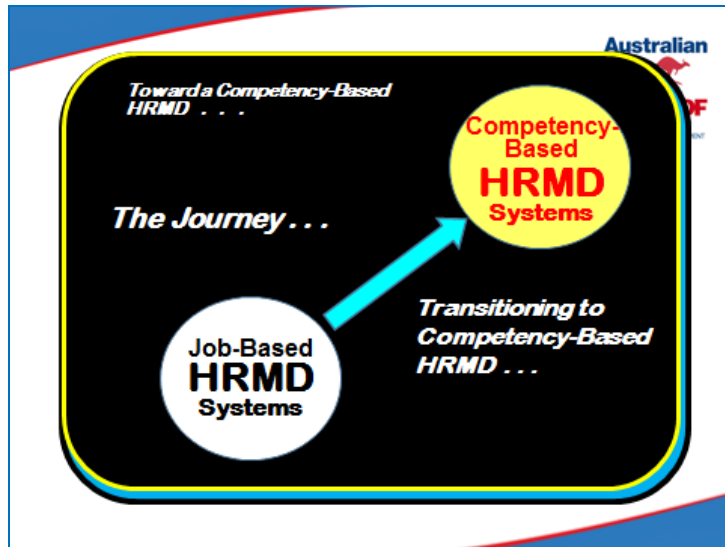
Transitioning to Competency-Based HRMD . . .

Transitioning to Competency-Based HRMD . . .
WHAT DOES IT TAKE?

CHANGE READINESS ① *Recognizing the value of realigning toward CB-HRMD*

COMPETENCY MODELING & PROFILING ② *Establishing the platform for the realignment*

Transitioning to Competency-Based HRMD . . .
WHAT DOES IT TAKE?

HRMD SYSTEMS ADAPTATION/ REDESIGN ③ Setting-up the systems infrastructure for the realignment

CB-HRMD SUBSYSTEMS INSTALLATION ④ Activating the realigned CB-HRMD subsystems

Transitioning to Competency-Based HRMD . . .
WHAT DOES IT TAKE?

APPLICATION/ IMPACT OF CB-HRMD ⑤ Gaining from the benefits of realigning to CB-HRMD

PARADIGM SHIFT within the ORGN ● Witnessing a positive change in mindset re HR management

Transitioning to Competency-Based HRMD . . .
WHAT DOES IT TAKE?

Should co-opt top management

Involves rigorous processes;

Requires systems realignment or modification

Calls for revision in approach and/or instrumentation for assessment
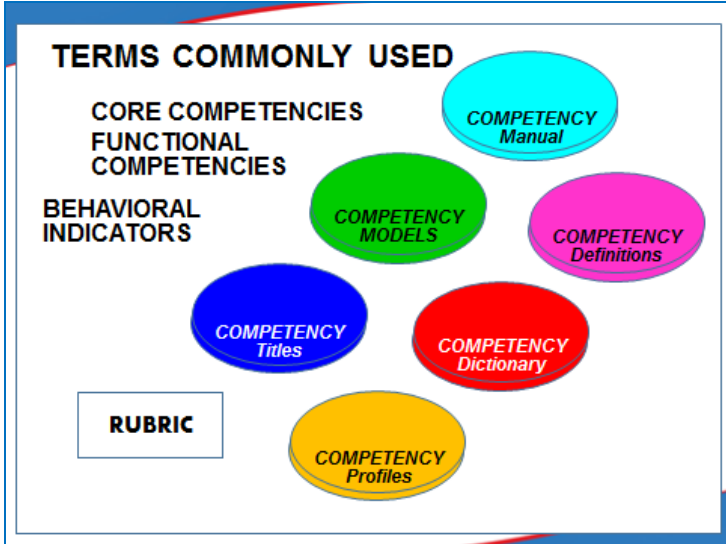
TERMS COMMONLY USED

CORE COMPETENCIES
FUNCTIONAL COMPETENCIES

BEHAVIORAL INDICATORS

COMPETENCY Manual

COMPETENCY MODELS

COMPETENCY Definitions

COMPETENCY Titles

COMPETENCY Dictionary

RUBRIC

COMPETENCY Profiles

Instructions for
SMALL GROUP WORK

INTRODUCTORY EXERCISE:

Your Task:
Stack or arrange the "coins" in a manner that will best reflect their logical relationships and/or development sequence.

Condition:
The "coins" should be connected by an ARROW or an EQUAL sign if they are not stacked. No limit in the number of "ARROWS" or "EQUAL" signs.

COMPETENCY Manual
COMPETENCY MODELS
COMPETENCY Definitions
COMPETENCY Titles
COMPETENCY Dictionary
COMPETENCY Profiles

SAMPLE 1

SAMPLE 2

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

YOU HAVE
15-20 MINUTES
TO WORK ON
THE TASK

Australian Aid

PLENARY:
SHARING OF SMALL GROUP OUTPUTS

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

SMALL GROUP
REPORTS

The Process of COMPETENCY MODELING & PROFILING

Australian Aid

PAHRODF

IDENTIFICATION/DESCRIPTION

COMPETENCY Titles

COMPETENCY Definitions

COMPETENCY Models

COMPETENCY Dictionary

COMPETENCY Profiles

DOCUMENTATION
(Competency-Based HRM Library)

The Process of COMPETENCY MODELING & PROFILING

Australian Aid

PAHRODF

IDENTIFICATION/DESCRIPTION

COMPETENCY Titles — COMPETENCY Definitions

COMPETENCY Models

COMPETENCY Dictionary

COMPETENCY Profiles

DOCUMENTATION (Competency-Based HRM Library)

101

The Process of COMPETENCY MODELING & PROFILING

Australian Aid

PAHRODF

IDENTIFICATION/DESCRIPTION

COMPETENCY Titles — COMPETENCY Definitions

COMPETENCY Models

COMPETENCY Manual

COMPETENCY Profiles

DOCUMENTATION (Competency-Based HRM Library)

Australian Aid

PAHRODF

Why Competencies?

Australian Aid

PAHRODF

What are Competencies?

Competencies are observable, measurable and vital *skills*, *knowledge* and *attitudes* that are translations of capabilities deemed essential for organizational success.

KNOWLEDGE	SKILL	ATTITUDE	→	BEHAVIOR
understanding acquired through learning	capabilities acquired through practice	factors which form the basis for behavior		the observable demonstration of knowledge, skills and attitude

Types of Competencies

CORE COMPETENCIES

FUNCTIONAL COMPETENCIES

COMPETENCIES that relate to the organization's values, mission and strategy

COMPETENCIES that relate to the roles and functions that are expected of the position

Types of Competencies

FUNCTIONAL COMPETENCIES

CORE COMPETENCIES

LEADERSHIP

TECHNICAL

COMPETENCIES that relate to the organization's values, mission and strategy

COMPETENCIES that relate to the skills needed to perform leadership or managerial work and processes

COMPETENCIES that pertain to specific bodies of knowledge and skills required to perform the defined activities in an industry, function or job

Competency Applications

POSITION PROFILING

PERFORMANCE MANAGEMENT

COMPETENCY GAPS

TRAINING & DEVELOPMENT

HP / HP

PERSON PROFILING

SUCCESSION MANAGEMENT

JOB / ROLE PROFILING

203

JOB / ROLE PROFILING — Australian Aid — PAHRODF (PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY)

Competency 1	
Competency 2	
Competency 3	
Competency 4	
Competency 5	

JOB / ROLE PROFILING — Australian Aid — PAHRODF

	Job 1
Competency 1	✔
Competency 2	✔
Competency 3	✔
Competency 4	
Competency 5	

JOB / ROLE PROFILING — Australian Aid — PAHRODF

	Job 1	Job 2
Competency 1	✔	✔
Competency 2	✔	
Competency 3	✔	✔
Competency 4		✔
Competency 5		

JOB / ROLE PROFILING — Australian Aid — PAHRODF

	Job 1	Job 2	Job 3
Competency 1	✔	✔	
Competency 2	✔		✔
Competency 3	✔	✔	✔
Competency 4		✔	✔
Competency 5			✔

105

Slide 1 — TALENT INVENTORY

POTENTIAL \ PERFORMANCE	LOW	MED	HIGH
HIGH	HIGH POTENTIAL / LOW PERFORMANCE — **6**	HIGH POTENTIAL / MED PERFORMANCE — **8**	HIGH POTENTIAL / HIGH PERFORMANCE — **9**
MED	MED POTENTIAL / LOW PERFORMANCE — **3**	MED POTENTIAL / MED PERFORMANCE — **5**	MED POTENTIAL / HIGH PERFORMANCE — **7**
LOW	LOW POTENTIAL / LOW PERFORMANCE — **1**	LOW POTENTIAL / MED PERFORMANCE — **2**	LOW POTENTIAL / HIGH PERFORMANCE — **4**

Slide 2 — TALENT INVENTORY

POTENTIAL \ PERFORMANCE	LOW	MED	HIGH
HIGH	HIGH POTENTIAL / LOW PERFORMANCE — ROUGH DIAMOND	HIGH POTENTIAL / MED PERFORMANCE — FUTURE STAR	HIGH POTENTIAL / HIGH PERFORMANCE — TOP PERFORMER
MED	MED POTENTIAL / LOW PERFORMANCE — **3**	MED POTENTIAL / MED PERFORMANCE — CONTRIBUTING TALENT	MED POTENTIAL / HIGH PERFORMANCE — CONTRIBUTING PERFORMER
LOW	LOW POTENTIAL / LOW PERFORMANCE — FOCUS OF ACTION	LOW POTENTIAL / MED PERFORMANCE — **2**	LOW POTENTIAL / HIGH PERFORMANCE — **4**

Slide 3 — TALENT INVENTORY

POTENTIAL \ PERFORMANCE	LOW	MED	HIGH
HIGH	HIGH POTENTIAL / LOW PERFORMANCE — **6**	HIGH POTENTIAL / MED PERFORMANCE — FUTURE STAR	HIGH POTENTIAL / HIGH PERFORMANCE — STAR PERFORMER
MED	MED POTENTIAL / LOW PERFORMANCE — **3**	MED POTENTIAL / MED PERFORMANCE — **5**	MED POTENTIAL / HIGH PERFORMANCE — FUTURE STAR
LOW	LOW POTENTIAL / LOW PERFORMANCE — FOCUS OF ACTION	LOW POTENTIAL / MED PERFORMANCE — **2**	LOW POTENTIAL / HIGH PERFORMANCE — **4**

Slide 4 — TRAINING & DEVELOPMENT

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position
Competency 1		✔	
Competency 2	✔	✔	
Competency 3	✔	✔	
Competency 4	✔	✔	
Competency 5	✔	✔	

What can you conclude about INCUMBENT's development areas?

How valid is your conclusion?

TRAINING & DEVELOPMENT

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position
Competency 1		✓	
Competency 2	✓	✓	
Competency 3	✓	✓	
Competency 4	✓	✓	
Competency 5	✓	✓	

How well does the incumbent meet the competencies required by the position?

The Importance of defining the desired LEVELS OF PROFICIENCY

MANAGEMENT SUCCESSION

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position	Competencies Required by Target Position	Dev't. Areas for Target Position
Competency 1		✓		3	✓✓
Competency 2	✓	✓		3	
Competency 3	✓	✓		4	✓
Competency 4	✓	✓		3	✓
Competency 5	✓	✓		4	✓✓

TRAINING & DEVELOPMENT

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position
Competency 1		1	
Competency 2	2	3	
Competency 3	4	3	✓
Competency 4	2	2	
Competency 5	4	2	✓✓

MANAGEMENT SUCCESSION

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position	Competencies Required by Target Position	Dev't. Areas for Target Position
Competency 1		1		3	✓✓
Competency 2	2	3		3	
Competency 3	4	3	✓	4	✓
Competency 4	2	2		3	✓
Competency 5	4	2	✓✓	4	✓✓

209

COMPETENCY–BASED STRATEGIC HUMAN RESOURCE MANAGEMENT & DEVELOPMENT
Systems Framework

Australian Aid

Career Management / Succession System

| Placement & TALENT Empowerment | Competency Review/Gap Assessment | HR & Orgn Development |

Competency Models/Profiles

STRATEGIC PLAN
Core & Functional Competencies

External & Internal Recruitment

Compensation & Benefits Administration

| Rewards & Incentives | Performance Review/Gap Assessment | Performance Target Setting |

Performance Management System

Systems Perspective by Rene I. Lamzon, Mar 2012

Session 4: Competency Modeling

Establishing the Platform for
COMPETENCY-BASED HUMAN RESOURCES
MANAGEMENT AND DEVELOPMENT

❑ COMPETENCY MODELING

1. **Determining the Critical Competencies**
   - **Supportive of VMGS**
   - **Distinctive competencies**

2. **Classifying the Critical Competencies**
   - **Core competencies**
   - **Functional competencies**
     - **Leadership**
     - **Technical**

3. **Defining the Critical Competencies and their behavioral indicators**

Validation Process

Establishing the Platform for
COMPETENCY-BASED HUMAN RESOURCES
MANAGEMENT AND DEVELOPMENT

❑ COMPETENCY MODELING

4. **Establishing the competency RUBRIC; i.e., describing the behavioral manifestation/s at each level of proficiency**

5. **Coming-Up with Competency Model/s**

Validation Process

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

IDENTIFYING the KEY COMPETENCIES

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

APPROACHES /SCHEMES
for Going Through The Various Processes
of COMPETENCY MODELING

Primary Data Sources	Identifying Competencies	Validation
● Direct Observation	✔	
● Survey / Use of Questionnaires	✔	
● Interviews / One-on-one sessions		
● with Incumbents	✔	✔
● with Superiors / Peers	✔	✔
● Focus Group Discussion	✔	✔

Slide 1:

APPROACHES /SCHEMES
for Going Through The Various Processes
of COMPETENCY MODELING

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Secondary Data Sources	Identifying Competencies	Validation
• Review of Relevant Literature	✔	
• Data from existing documents		
• Job Description	✔	
• Job Analysis / Audit Reports	✔	
• Perf. Assessment Reports	✔	
• Work / Output Samples	✔	

Slide 2:

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Types of Competencies

Slide 3:

Types of Competencies

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

CORE COMPETENCIES

FUNCTIONAL COMPETENCIES

COMPETENCIES
that relate to the
organization's values,
mission and strategy

COMPETENCIES
that relate to the
roles and functions
that are expected
of the position

Slide 4:

Types of Competencies

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

FUNCTIONAL COMPETENCIES

CORE COMPETENCIES

LEADERSHIP

TECHNICAL

COMPETENCIES
that relate to the
organization's values,
mission and strategy

COMPETENCIES
that relate to the skills
needed to perform
leadership or managerial
work and processes

COMPETENCIES
that pertain to specific
bodies of knowledge and
skills required to perform
the defined activities in an
industry, function or job

Slide 1:

Competency	Type
Service Excellence	Core
People Management	Leadership/Managerial
Displaying Commitment	Core
Database Programming	Technical
Building Teams	Leadership/Managerial
Training Delivery	Technical

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 2:

The Value of Competency Models

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 3:

Why Competency Models?

- Establishes common criteria for hiring, measuring and rewarding people
- Reminds employees that how they do things is as important as what they do
- Enables greater flexibility to move people laterally and encourages development
- Provides road maps for increasing capabilities incrementally
- Facilitates organizational change and builds desired culture

Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Slide 4:

Identification of Competencies

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

Discovering Competencies

Buy Borrow Build

Competency Integration Based on BUY

Evaluation
Promotion
Training
Recruitment
Competency Model

Competency Integration Based on BORROW

Evaluation
Promotion
Training
Recruitment
Competency Model

Competency Integration Based on BUILD

Evaluation
Promotion
Training
Recruitment
Competency Model

How to Discover Competencies?

Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Buy | **Borrow** | **Build**

Steps to Discovering Competencies

Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

1. Analyze Documents and Other References
2. Draft Initial Competencies
3. Filter and Screen Competencies
4. Validate Competencies

Step 3 - Filter and Screen Competencies

Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Decision Making | Managing Performance | Planning and Delivering | External Awareness | Service Motivation
Achievement Orientation | People Development | Ensuring Execution | Leading Change | Building Commitment
Accountability | Partnering | Technical Credibility | Business Leadership | Catalyzing Teams
Flexibility | Interpersonal Skills | | Stress Tolerance | Motivating Others
Effective Communication | Influencing | | Resilience | Leading Change
Analytical Thinking | | | Building Partnership | Creativity
| | | | Product Literacy

Step 3 - Filter and Screen Competencies

Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

☐ Relevance

☐ Common Themes

☐ Progressive/Development

☐ Elements

Slide 1 — Step 4 - Validate Competencies

Step 4 - Validate Competencies

Aid · PAHRODF

Competencies (color bars):
- Decision Making
- Effective Communication
- Problem Solving
- Managing Performance
- People Development
- Partnering
- Planning and Prioritizing
- Ensuring Execution
- Strategic Thinking
- Building Commitment
- Innovation
- Customer Focus

VISION

To be the preferred partner in delivering the best multi-channel BPO solutions to global organizations

MISSION

- Sustaining quality and excellence in service delivery
- Achieving the highest levels of client satisfaction

- Developing our human capital
- Enriching their quality of life by maintaining a balanced personal and professional lifestyle.

Slide 2 — Step 4 - Validate Competencies

Step 4 - Validate Competencies

Aid · PAHRODF

Competencies (color bars):
- Decision Making
- Effective Communication
- Problem Solving
- Managing Performance
- People Development
- Partnering
- Planning and Prioritizing
- Ensuring Execution
- Strategic Thinking
- Building Commitment
- Innovation
- Customer Focus

Critical Accountabilities

- Key Result Area
- Major Accountabilities
- Output
- Challenges and Risks
- Key Decisions

Slide 3 — Step 4 - Validate Competencies

Step 4 - Validate Competencies

Aid · PAHRODF

- Are these competencies demonstrated by people who perform the work most effectively?

- In other words, are people who don't demonstrate this competency ineffective in the role?

- Is the competency relevant and necessary for effective work performance?

Slide 4 — How Many Competencies?

How Many Competencies?

Aid · PAHRODF

Employee Groups	STAFF	SUPERVISORY	MANAGERIAL	EXECUTIVE
Core Competencies	3	3	3	3
Leadership Competencies		1	2	3
Technical Competency	5	4	3	2
TOTAL	8	8	8	8

Competency Starters

Analytical Thinking	Customer Focus	Managing Performance	Innovation	Strategic Thinking
Decision Making	Communication	Catalyzing Teams	Planning and Prioritizing	Business Acumen
Achievement Orientation	Building Partnership	Motivating Others	Solving Problems	Business Leadership
Resilience	Displaying Integrity	People Development	Building Commitment	Leading Change
Managing Change	Personal Effectiveness	Professionalism	Building Teams	Personal Management
Speaking Effectively	Coordinating	Organization Savvy	Personal Mastery	Managing Conflict
Strategic Agility	Effective Coordination	Entrepreneurial Orientation	Bias for Excellence	Writing Effectively

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

Competency Table

Competency Table

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

COMPETENCY

Operational Definition

CORE DESCRIPTION 1	CORE DESCRIPTION 2	CORE DESCRIPTION 3	CORE DESCRIPTION 4
Sample Behaviors	Sample Behaviors	Sample Behaviors	Sample Behaviors

Competency Table

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

COMPETENCY

Operational Definition

CORE DESCRIPTION 1 | CORE

Sample Behaviors

Operational Definition

The definition should describe the outcome or the result that is observed when the competency is demonstrated.

Ask what is produced? What are the results? What are the objectives? What are the goals?

Describe the critical few tasks and outcomes required of those who provide the key capability.

Competency Table

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

COMPETENCY

Operational Definition

CORE DESCRIPTION 1	CORE 2

Sample Behaviors

RUBRIC / Core Description

The rubric may be ROLE-BASED or PROCESS-BASED.

The former is used if different skills or competence is expected from the different employee groups.

The latter, if the skills for competence is expected EQUALLY among employees though each may be on a different maturity level in demonstrating the competency fully.

Competency Table

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

COMPETENCY

Operational Definition

CORE DESCRIPTION 1	CORE 2

Sample Behaviors

Behavioral Indicator

A behavioral indicator is used to provide an objective description of what you might view from a candidate.

These provide evidence that they either have or do not have the competence that you are assessing.

When all the behaviors are exercised, it should be representative of the core description of the competency level or rubric it was describing.

Competency Table Sample

ENTREPRENEURSHIP

Definition	Why is it important?
This is about the ability to formulate new ideas or to adapt or use existing ideas in a new or unexpected way to solve problems and to think ahead to spot or create opportunities to maximize them.	It is important for the Council to deliver products and services that are creative, innovative and culturally appropriate. Within the organization, this behavior is about making changes that increase the effectiveness of our work. Externally, it is about increasing our sphere of influence and impact. It is important to understand that everyone can make a difference.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
IMPROVES AND ACTS NOW	ADAPTS EXISTING APPROACH, ACTS AND LOOKS AHEAD	ANTICIPATES THE FUTURE AND DEVELOPS PRODUCTS AND SERVICES	CREATES OPPORTUNITIES AND ACTS FOR THE LONG TERM
Addresses current opportunities and problems by improving and adapting existing approaches.	Identifies and exploits opportunities in the short-term. Applies own knowledge and expertise to developing new approaches to exploiting these.	Able to spot opportunities and problems in the medium-term (3 to 12 months) and develops new approaches, products and services based on these. Understands the business case for diversity and equal opportunities. Uses networks to seek fresh ideas. Encourages different agencies to pool resources and expertise.	Sees and acts on long-term (beyond 12 months) opportunities and problems. Formulates completely new and "off the wall" ideas and concepts, and uses innovative approaches to allow them to be realized. These may address underlying needs that have not yet been identified by customers.

- **DEFINITION**
- **CORE DESCRIPTION**
- **BEHAVIORAL INDICATOR/ RUBRIC**

Competency Table Sample

CLUSTER	MANAGING RELATIONS			
COMPETENCY	**Customer Focus**			
OPERATIONAL DEFINITION	The ability to effectively deal and/or meet the needs of internal and external customers balanced with the interests of the team or organization.			
LEVELS	1	2	3	4
CORE DESCRIPTION	Responds effectively to customer needs by delivering on explicit requirements, objectives and/or standard.	Delivers more or beyond the customer's stated needs, objectives or standard but still within the allowed or prescribed level of control or scope of the servicing party.	Delivers beyond the customer's stated needs well beyond the prescribed control or scope but ensures and coordinates this extension of service to appropriate or involved parties.	Anticipates customer needs and concerns and recognizes what they might value and delivers these in a tactful and professional manner
SAMPLE BEHAVIORS	- Understands the implicit needs of customers based on the service rendered and displays courtesy and care in addressing or fulfilling the need and within defined agreements or standards. - Ably determines which customer requests are beyond one's scope or level of authority and effectively endorses or escalates these to the appropriate party or authority.	- Understands the explicit needs of customers and displays courtesy and care in confirming or denying if the stated need can be addressed. - Takes calculated risks in providing service to a customer whose request may not be part of the scope of agreed service though is still within one's scope or level of authority. - Tracks satisfaction level and behavior patterns of customers and analyzes these in order to improve service and/or respond proactively to the changing needs.	- Influence changes in system, practices or policies to attend to a customer's unusual or outside-of-scope needs, cognizant that the requirement does not impact the business or organization processes adversely.	- Takes care of the customer in a proactive manner, updating them of news or progress on issues directly or indirectly affecting SOWs or the customer's business - Offers additional services to customer as a result of analysis, appreciation and understanding of the customer's business, needs and business direction, including the industry it competes in.
INTERVENTIONS	- Service Excellence	- Effective Negotiation Skills	- Client Business Literacy	- Client Business Literacy

Competency Table Sample

COMPETENCY	**Business Application Literacy**		
DEFINITION	The ability to demonstrate understanding of business and/or web applications used or developed by SGS.		
LEVEL	1	2	3
RUBRIC	BASIC	INTERMEDIATE	ADVANCED
CORE DESCRIPTION	Familiar with the functional or operational features of either the business or web application but requires assistance in their more advanced features or in analyzing or trouble shooting them when issues arise.	Displays intermediate knowledge of the business or web application by working with its more advanced features and showing independence in analyzing issues arising from its use though may require assistance in trouble shooting.	Displays advanced knowledge of the business or web application by knowing how to analyze and/or trouble shoot when issues arise from their use.
SAMPLE BEHAVIORS BUSINESS APPLICATIONS	- Uses the business or web application with ease, executing specific functions in business operation - Understands input and output variables for the specific operational function - Have general understanding on relevant processes and references	- Can execute end to end processes to deliver and product using dummy inputs for unfamiliar segments - Can manage variables on process sequences and input values - Can identify errors and see alternative routes to proceed	- Can explain logical and mathematical variations of process status and output - Can identify root cause of process/output errors and come up with temporary solutions and propose permanent fix - Can distinguish technical root causes and propose technical solutions - Can identify business process items that causes problems or difficulty to users and propose fine tuning solutions
WEB APPLICATIONS	- Ability to use at least 2 types of browsers to open and navigate internet sites - Understands internet security risks and corresponding configurations for safety precautions like pop-up blockers - Use of basic browser features like bookmarks and display settings	- Understands internet connection settings - Skilled to set up connections and troubleshoot connection problems in different network environments i.e. wired, wireless, WAN, LAN and internet	- Understands distinction of browser issues and application/other technical issues - Knowledge on diagnostic tools to interpret results for RCA and fixes
DEVELOPMENT/PREPARATION	Application Walk Through	Application Use	Application Use
ASSESSMENT	Execution Demo	Execution Demo	Execution Demo

Competency Table Sample

COMPETENCY	Business Application Literacy		
DEFINITION	The ability to demonstrate understanding of business and/or web applications used or developed by SCS.		
LEVEL	1	2	3
RUBRIC	BASIC	INTERMEDIATE	ADVANCED
CORE DESCRIPTION	Familiar with the functional or operational features of either the business or web application but requires assistance in their more advanced features or in analyzing or trouble shooting them when issues arise.	Displays intermediate knowledge of the business or web application by working with its more advanced features and showing independence in analyzing issues arising from its use though may require assistance in trouble shooting.	Displays advanced knowledge of the business or web application by knowing how to analyze and/or trouble shoot when issues arise from their use.
SAMPLE BEHAVIORS BUSINESS APPLICATIONS	- Uses the business or web application with ease, executing specific functions in business operation - Understands input and output variables for the specific operational function - Have general understanding on relevant processes and references	- Can execute end to end processes to deliver end product using dummy inputs for unfamiliar segments - Can manage variables on process sequences and input values - Can identify errors and use alternative routes to proceed	- Can explain logical and mathematical variations of process status and output - Can identify root cause of process/output errors and come up with temporary solutions and propose permanent fix - Can distinguish technical root causes and propose technical solutions - Can identify business process items that causes problems or difficulty to users and propose fine tuning solutions
WEB APPLICATIONS	- Ability to use at least 2 types of browsers to open and navigate internet sites - Understands internet security risks and corresponding configurations for safety precautions like pop-up blockers - Use of basic browser features like bookmarks and display settings	- Understands internet connection settings - Skilled to set up connections and troubleshoot connection problems in different network environments i.e. wired, wireless, WAN, LAN and internet	- Understands distinction of browser issues and application/other technical issues - Knowledge on diagnostic tools to interpret results for RCA and fixes
DEVELOPMENT/PREPARATION	Application Walk Through	Application Use	Application Use
ASSESSMENT	Execution Demo	Execution Demo	Execution Demo

Writing/Documenting the Competencies

Competency Definition

Competency Definition

- Start with the description of the service or outcome supported by the competency you are defining.

- What is produced? What are the results? What are the objectives? What are the goals?

- Describe the critical few tasks and outcomes required of those who provide the key capability, without which the capability would not be demonstrated.

- For each critical task or outcome, describe the job knowledge, skill or behavioral traits that masterful performers demonstrate. Describe important contextual influences (technical requirements, legal certification requirements, customer or stakeholder requirements) related to acquisition of the competency

---

Competency Definition

Feature	Guide
Title	The title is a short statement of the competency covered by the unit expressed as an outcome.
Definition	• The definition or description expands on the title. • It states the broad application of skills and knowledge which the competency captures and as applied in the workplace.
Element of Competency	• Any of the basic components of a competency which may describe the key activities or elements of the work covered by the competency. • They describe, in outcome terms, functions a person is able to perform in a particular aspect of work as a result of the competency.
Performance Criteria	Specifies the standards of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.
Range of Variables	Specifies the range of contexts and conditions to which the performance criteria apply.
Evidence Guide	Provides guidance to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasized in assessment, relationships to other competency, and the required evidence of competency.

Competency RUBRICS
(or Levels of Proficiency)

Competency Levels or Rubrics

- A rubric is an explicit set of criteria used for assessing a particular type of work or performance.

- A rubric usually includes levels of potential achievement for each criterion.

- It sometimes also includes work or performance samples that typify each of those levels.

- Heidi Goodrich, a rubrics expert, defines a rubric as *a scoring tool that lists the criteria for a piece of work or 'what counts.'*

Competency Levels or Rubrics

- For example, a rubric for an essay might tell students that their work will be judged on purpose, organization, details, voice, and mechanics.

- A good rubric describes levels of quality for each of the criteria, usually on a point scale.

- Under mechanics, for example, the rubric might define the lowest level of performance as "many misspellings, grammar, and punctuation errors," ...and the highest level as "all words are spelled correctly; your work shows that you understand subject-verb agreement, when to make words possessive, and how to use commas, semicolons and periods."

Why Rubrics?

- To produce assessments that are far more descriptive than a single, holistic grade or judgment can be.

- Instead of merely saying that an individual is "very good," or "outstanding" a rubric-based competency model describes the quality of work on one or more dimension.

- For example, a department's strategic plan might be assessed using a rubric that included the clarity of its learning goals, the adequacy of plans, the adequacy of research, and other criteria.

- To let those who are producing work know in advance what assessors will apply to assessing that work.

Rubrics Design Process

- Identify examples of good and not-so-good work.

- Identify the characteristics that make the good ones good and the bad ones bad.

- Make a list of what counts in quality work.

- Describe the best and worst levels of quality, then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work.

- Have subjects use the rubrics to evaluate their positions or other reference positions.

- Avoiding unclear language. Avoid unnecessarily negative language.

Sample Rubrics

Beginning	Developing	Competent	Accomplished

Limited Proficiency	Some Proficiency	Proficiency	High Proficiency

Incoherent	Rudimentary	Developing	Adequate	Impressive	Excellent

Beginner	Novice	Proficient	Expert

Not Meeting	Approaching	Meeting	Exceeding

Trained	Novice	Proficient	Advanced	Expert

Sample Rubrics

Beginning	Developing	Competent	Accomplished

Limited Proficiency	Some Proficiency	Proficiency	High Proficiency

Incoherent	Rudimentary	Developing	Adequate	Impressive	Excellent

Beginner	Novice	Proficient	Expert

Not Meeting	Approaching	Meeting	Exceeding

Trained	Novice	Proficient	Advanced	Expert

Sample Rubrics

BASIC	INTERMEDIATE	ADVANCED	SUPERIOR

Rubric Within a Rubric

BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Displaying Consistently	Displaying Consistently	Displaying Consistently	Displaying Consistently
Displaying Often	Displaying Often	Displaying Often	Displaying Often
Displaying with Guidance	Displaying with Guidance	Displaying with Guidance	Displaying with Guidance
Does Not Display	Does Not Display	Does Not Display	Does Not Display

Behavioral Indicators

Behavioral Indicators

- A behavioral indicator is used to provide an objective description of what you might observe from an individual who demonstrates the competency.

- These provide evidence that they either have or do not have the competence that you are assessing.

- Behavioral indicators can therefore be positive or negative.

Behavioral Indicators

If we were to describe the competence of *"managing conflict,"* we can produce a list of possible *positive or best-scenario description* and *negative or not-ideal but permissible behavioral indicators* for the competency.

- **Best Scenario Behavioral Indicator**
  - *. . . asks other people for their perspective, draws out the feelings of the group, listens to others before evaluating.*

- **Not-Ideal but Permissible Behavioral Indicator**
  - *. . . makes decisions without considering the views of others, makes excessive "I" statements rather than working towards satisfying mutual interests.*

Behavioral Indicators

- Note that when we write behavioral indicators in competency tables, these are simply examples of what behaviors could look like.

- Your list will not be inclusive of all behaviors that demonstrate each level of performance for the competency.

- Rather, this is a tool to help guide evaluations of employee performance and should not be used as a checklist for employees' behaviors.

Writing Behavioral Indicators

- Behavioral terms are measurable, so it is important to use action verbs.

- Words such as "know" and "understand" and "appreciate" are trait-based descriptions which are not observable or measurable.

- Rather than saying a group must know something, think of a way to state it so that you can assess their knowledge.

- For example, state that they will be able to do something that demonstrates their knowledge.

- Acceptable verbs include describe, list, summarize, select, etc.

Competency Profiling

SUPERVISOR

COMPETENCY | PROFICIENCY LEVEL

POSITION

DEFINITION
Ability to resolve deviations and exercise good judgment by using fact-based analysis and generating and selecting appropriate courses of action to produce positive results.

3 ADVANCED

PERSON

Candidate A
Competency Assessment
Behavioral Interview
360 Feedback
Performance Evaluation

1 BASIC

Competency Profiling

SUPERVISOR

COMPETENCY | PROFICIENCY LEVEL

POSITION

DEFINITION
Ability to resolve deviations and exercise good judgment by using fact-based analysis and generating and selecting appropriate courses of action to produce positive results.

3 ADVANCED

PERSON

Candidate B
Competency Assessment
Behavioral Interview
360 Feedback
Performance Evaluation

4 SUPERIOR
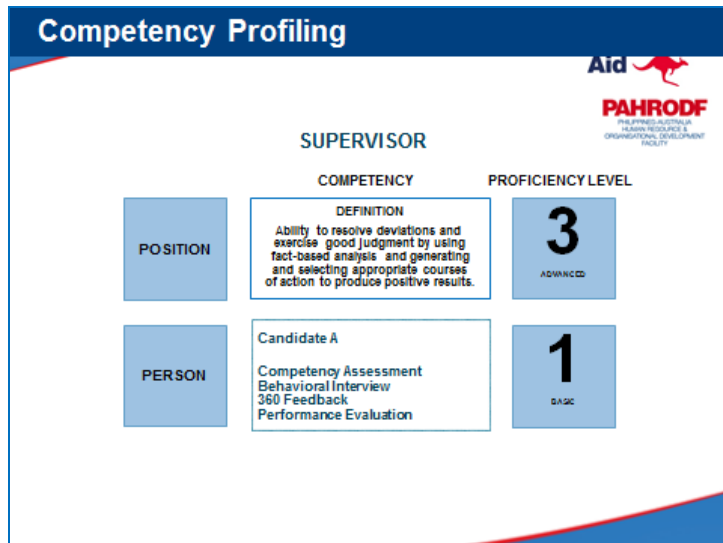
Benefits of Position Profiling

❑ **A profile helps us determine the type of person we are looking for.**

❑ **Valuable time can be saved by narrowing down or being clear of our profile criteria.**

❑ **Over time, the information gained from profiling may indicate patterns.**

Job Analysis Methods

Primary Sources | **Secondary Sources**

Direct Observation

Individual Interview

Group Interview

Open Ended Questions

Highly Structured Questionnaires

Collect accurate information from incumbents about -
- What they do
- How they get it done
- Objectives of the work
- Demands of the job on the incumbent and how they overcome such
- Reconcile disagreements or deviations
- Provide feedback to participants in the form of job description

Organization Charts

Existing Job Descriptions

Individual Scorecards

Policies and Procedures

Commercially Available Materials

232

HUMAN RESOURCE DEVELOPMENT
From Wikipedia, the free encyclopedia

Human Resources Development (HRD) as a theory is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement.

Adam Smith states, "The capacities of individuals depended on their access to education".[2] The same statement applies to organizations themselves, but it requires a much broader field to cover both areas.

Human Resource Development is the integrated use of training, organization, and career development efforts to improve individual, group and organizational effectiveness. HRD develops the **key competencies** that enable individuals in organizations to perform **current and future jobs** through planned learning activities. Groups within organizations use HRD to initiate and manage change.

Also, HRD ensures a match between individual and organizational needs.

HR DEVELOPMENT INITIATIVES

- Training
  - ❑ Apprenticeship / Cadetship Programs
  - ❑ On-the-Job training
  - ❑ Coaching / Mentoring
  - ❑ Classroom-based programs (In-house / External)
  - ❑ Off-work / Outdoor Training programs
  - ❑ (Training) Laboratory Programs
  - ❑ Attendance to Special University Programs

- Short Academic / Certificate Programs
- Degree Programs
  - Self-Initiated or Organization-sponsored Scholarships program

- Job Rotation / Cross-Posting
- Job Enrichment (not Job Enlargement)
- "Under-Study" Programs

Training

The acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics).

In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life.

People within many professions and occupations may refer to this sort of training as professional development.

TRAINING METHODS

Many methods of training are available- each has certain advantages and disadvantages. Here we list the different methods of training...you can comment on the pros and cons and make the examples concrete by imagining how they could be applied in training truck drivers.

1. Technology-Based Learning

Common methods of learning via technology include:
- Basic PC-based programs
- Interactive multimedia - using a PC-based CD-ROM
- Interactive video - using a computer in conjunction with a VCR
- Web-based training programs

The forms of training with technology are almost unlimited. A trainer also gets more of the learner's involvement than in any other environment and trainees have the benefit of learning at their own pace.

Example: In the trucking industry one can imagine interactive multimedia training on tractor-trailers followed by a proficiency test to see how well the employee knows the truck.

233

2. Simulators

Simulators are used to imitate real work experiences.

Most simulators are very expensive but for certain jobs, like learning to fly a 747, they are indispensable. Astronauts also train extensively using simulators to imitate the challenges and micro-gravity experienced on a space mission. The military also uses video games (similar to the "shoot-em-up" ones your 14-year old plays) to train soldiers.

Example: Truck drivers could use simulators to practice responding to dangerous driving situations.

3. On-The-Job Training

Jumping right into work from day one can sometimes be the most effective type of training.

Here are a few examples of on-the-job training:
- Read the manual - a rather boring, but thorough way of gaining knowledge of/about a task.
- A combination of observation, explanation and practice.
- Trainers go through the job description to explain duties and answer questions.

Use the intranet so trainees can post questions concerning their jobs and experts within the company can answer them.

On-the-job training gives employees motivation to start the job. Some reports indicate that people learn more efficiently if they learn hands-on, rather than listening to an instructor. However, this method might not be for everyone, as it could be very stressful.

Example: New trucking employees could ride with experienced drivers. They could ask questions about truck weigh stations, proper highway speeds, picking up hitchhikers, or any other issues that may arise.

4. Coaching/Mentoring

Coaching/mentoring gives employees a chance to receive training one-on-one from an experienced professional. This usually takes place after another more formal process has taken place to expand on what trainees have already learned.

Here are three examples of coaching/mentoring:
- Hire professional coaches for managers (see our HR.com article on Understanding Executive Coaching)
- Set up a formal mentoring program between senior and junior managers
- Implement less formal coaching/mentoring to encourage the more experienced employees to coach the less experienced.

Coaching/mentoring gives trainees the chance to ask questions and receive thorough and honest answers - something they might not receive in a classroom with a group of people.

Example: Again, truck drivers could gain valuable knowledge from more experienced drivers using this method.

5. Lectures

Lectures usually take place in a classroom-format. It seems the only advantage to a lecture is the ability to get a huge amount of information to a lot of people in a short amount of time.

It has been said to be the least effective of all training methods. In many cases, lectures contain no form of interaction from the trainer to the trainee and can be quite boring. Studies show that people only retain 20 percent of what they are taught in a lecture.

Example: Truck drivers could receive lectures on issues such as company policies and safety.

---

6. Group Discussions & Tutorials

These most likely take place in a classroom where a group of people discuss issues.

For example, if an unfamiliar program is to be implemented, a group discussion on the new program would allow employees to ask questions and provide ideas on how the program would work best.

A better form of training than lectures, it allows all trainees to discuss issues concerning the new program. It also enables every attendee to voice different ideas and bounce them off one another.

Example: Truck drivers could have group discussions and tutorials on safety issues they face on the road. This is a good way to gain feedback and suggestions from other drivers.

7. Role Playing

Role playing allows employees to act out issues that could occur in the workplace. Key skills often touched upon are negotiating and teamwork.

A role play could take place between two people simulating an issue that could arise in the workplace. This could occur with a group of people split into pairs, or whereby two people role play in front of the classroom.

Role playing can be effective in connecting theory and practice, but may not be popular with people who don´t feel comfortable performing in front of a group of people.

Example: Truck drivers could role play an issue such as a large line-up of trucks is found at the weighing station and one driver tells another that he might as well go ahead and skip the whole thing. Or role play a driver who gets pulled over by a police officer and doesn´t agree with the speeding charge.

8. Management Games

Management games simulate real-life issues faced in the workplace. They attract all types of trainees including active, practical and reflective employees.

Some examples of management games could include:
- Computer simulations of business situations that managers ´play´.
- Board games that simulate a business situation.
- Games surrounding thought and creativity - to help managers find creative ways to solve problems in the workplace, or to implement innovative ideas.

Example: In a trucking business, managers could create games that teach truckers the impact of late deliveries, poor customer service or unsafe driving.

9. Outdoor Training

A nice break from regular classroom or computer-based training, the usual purpose of outdoor training is to develop teamwork skills.
Some examples include:
- Wilderness or adventure training - participants live outdoors and engage in activities like whitewater rafting, sailing, and mountain climbing.
- Low-impact programming - equipment can include simple props or a permanently installed "low ropes" course.

High-impact programming - Could include navigating a 40-foot "high ropes" course, rock climbing, or rappelling.

Outgoing and active participants may get the most out of this form of training. One risk trainers might encounter is distraction, or people who don´t like outdoor activities.

Example: As truck drivers are often on the road alone, they could participate in a nature-training course along with depot personnel to build esprit de corps.

10. Films & Videos

Films and videos can be used on their own or in conjunction with other training methods.

To be truly effective, training films and videos should be geared towards a specific objective. Only if they are produced effectively, will they keep the trainees attention. They are also effective in stimulating discussion on specific issues after the film or video is finished.

Films and videos are good training tools, but have some of the same disadvantages as a lecture - i.e., no interaction from the trainees.

A few risks to think about - showing a film or video from an outside source may not touch on issues directly affecting a specific company. Trainees may find the information very interesting but irrelevant to their position in the company.

Some trainers like to show videos as a break from another training method, i.e. as a break from a lecture instead of a coffee break.

This is not a good idea for two reasons. One: after a long lecture, trainees will usually want a break from any training material, so a training film wouldn´t be too popular. Two: using films and videos solely for the purpose of a break could get expensive.

Example: Videos for truckers could show the proper way to interact with customers or illustrate preventive maintenance techniques.

11. Case Studies

Case studies provide trainees with a chance to analyze and discuss real workplace issues. They develop analytical and problem-solving skills, and provide practical illustrations of principle or theory. Å They can also build a strong sense of teamwork as teams struggle together to make sense of a case.

All types of issues could be covered - i.e. how to handle a new product launch.

Example: Truck drivers could use case studies to learn what issues have been faced in the trucking industry in the past and what they could do if a similar situation were to occur.

12. Planned Reading
Basically planned reading is pre-stage preparation to more formal methods of training. Some trainees need to grasp specific issues before heading into the classroom or the team-building session.

Planned reading will provide employees with a better idea of what the issues are, giving them a chance to think of any questions beforehand.

Example: Here we may be stretching if we think that truckers are going to read through a lot of material the training department sends them.

Conclusion

Many avenues exist to train employees. The key is to match the training method to the situation. Assess each training method implemented in the organization and get feedback from trainees to see if they learned anything. Then take the results from the most popular and most effective methods to design a specific training program.

COACHING

is a teaching, training or development process via which an individual is supported while achieving a specific personal or professional result or goal.

The individual receiving coaching may be referred to as the client or coachee. Occasionally, the term coaching may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process. This form of coaching is similar to mentoring.

The structures, models and methodologies of coaching are numerous, and may be designed to facilitate thinking or learning new behavior for personal growth or professional advancement.

There are also forms of coaching that help the coachee improve a physical skill, like in a sport or performing art form. Some coaches use a style in which they ask questions and offer opportunities that will challenge the coachee to find answers from within him/herself. This facilitates the learner to discover answers and new ways of being based on their values, preferences and unique perspective.

When coaching is aimed at facilitating psychological or emotional growth it should be differentiated from therapeutic and counseling disciplines, since clients of coaching, in most cases, are considered healthy (i.e. not sick).

The purpose of the coaching is to help them move forward in whatever way they want to move, not to 'cure' them. In addition the therapist or counsellor may work from a position of authoritative doubt, but cannot claim the position of ignorance so vital for coaching, because of the assessment knowledge that underpins their work.

The UK's Chartered Institute of Personnel Management reports[1] that 51% of companies (sample of 500) 'consider coaching as a key part of learning development' and 'crucial to their strategy', with 90% reporting that they use coaching. More recent research in 2011 by Qa Research, an independent marketing research agency in the UK, found that 80% of organizations surveyed had used or are now using coaching, but also found that while 90% of organizations with over 2,000 employees had used coaching in the past five years, only 68% of companies with 230–500 employees had done the same.[2]

The basic skills of coaching are often developed by managers within organizations specifically to improve their managing and leadership abilities, rather than to apply in formal one-to-one coaching sessions. These skills can also be applied within team meetings and are then akin to the more traditional skills of group facilitation.

237

2. PROPOSED HRD INTERVENTIONS

- TRAINING
- COACHING
- SCHOLARSHIP
- others

3. TERMINAL/ PERFORMANCE OBJECTIVES

DEFINITION OF PERFORMANCE OBJECTIVES

❑ Written statements of purpose and direction that forms a "contract" between the TRAINEE/COACHEE/SCHOLAR and the TRAINER/COACH/TEACHER with the former being held accountable for specific results

❑ A statement of behavior that the trainee/coachee/scholar will exhibit after having undergone the development intervention.

238

3 Elements of an Objective

1. **Outcomes** – these are the observable

behaviors required at the end of the intervention.

2. **Conditions** – these are the particular circumstances

in which the outcome should take place and

must be clearly defined.

3 Elements of an Objective

3. **Standards** – statements of expected level of

attainment in terms of quantity, quality and

accuracy or whatever other measure is relevant

to the development intervention or the job.

239

WRITING
PERFORMANCE OBJECTIVES

- **S – SPECIFIC** = specifies exactly what behavior should be displayed as a result of training.

- **M – MEASURABLE** = can be quantified.

- **A – ATTAINABLE** = lessons & tasks are within the capacity of the learner.

- **R - RESULT-ORIENTED** = takes into consideration realities inside & outside/beyond the training situation.

- **TIME-BOUNDED** = a period is given as to how long before the participants are expected to exhibit or demonstrate their learnings.

LIST OF ACTION VERBS

BROAD AREA	POSSIBLE WORDS	
KNOWLEDGE	define	recall
	write	underline
	select	recognize
	state	be aware of
COMPREHENSION	identify	illustrate
	explain	justify
	represent	formulate
	judge	select
	name	label
	Indicate	classify
	perceive	

Slide 1

BROAD AREA	POSSIBLE WORDS	
APPLICATION	predict	find
	construct	compute
	reproduce	list
	explain	use
	demonstrate	show
	choose	assess
	select	perform
ANALYSIS	select	compare
	identify	differentiate
	conclude	criticize
	constrast	justify
	break down	resolve
	analyze	separate

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 2

BROAD AREA	POSSIBLE WORDS	
SYNTHESIS	combine	summarize
	restate	organize
	argue	discuss
	generalize	derive
	select	relate
	conclude	
EVALUATION	judge	identify
	validate	determine
	criticize	support
	evaluate	defend
	reorganize	avoid
	choose	attack

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 3

BROAD AREA	POSSIBLE WORDS
ATTITUDE	be aware of
	be motivated
	be committed
	relate to
	identify with
	to accept
	to prefer
	recognize

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Slide 4

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Template 2-A, Column 3

1. For Management/Leadership

2. For HR Positions

4. OUTPUTS

DEFINITION OF OUTPUTS

- It is what the learner is expected to produce to be considered competent.

- It is the result of the application of certain knowledge and skills

- Use to demonstrate acquisition or improvement in the application of the knowledge and skills of the trainees

---

Template 2-A, Column 4

1. For Management/Leadership

2. For HR Positions

---

5. OUTCOME

DEFINITION OF OUTCOMES

Improvement in the institution's processes and systems with the application of the improved or acquired individual competencies

e.g. system of recruitment, participant selection to training, performance and reward, better service delivery

The outcome will show whether the goals of the organization have been successfully achieved.

Template 2-A, Column 5

1. For Management/Leadership

2. For HR Positions

Sample HRD Intervention Title:
PERFORMANCE MANAGEMENT TRAINING CUM COACHING

Sample Performance Objective:

At the end of 2014, 24 Department Heads are able to plan, direct and manage the performance of their personnel.

PERFORMANCE MANAGEMENT TRAINING CUM COACHING

Sample Outputs to be Produced:

Work/Action Plan
Monitoring and Evaluation Plan
Accomplished PES Target

Slide 1

PERFORMANCE MANAGEMENT TRAINING CUM COACHING

Sample Outcome(s):

Improved Personnel Performance

Improved Department Quality of Service

Australian Aid
PAHRODF

Slide 2

6. TARGET PARTICIPANTS

6a. No. of Participants

6b. Department/Office

6c. Positions

Australian Aid
PAHRODF

Slide 3

Template 2-A, Column 6

1. For Management/Leadership

2. For HR Positions

Australian Aid
PAHRODF

Slide 4

7. Planned Schedule

Q1   Q2   Q3   Q4

Australian Aid
PAHRODF

Template 2-A, Column 7

1. For Management/Leadership

2. For HR Positions

8. SUPPORT REQUIREMENTS

- Logistics (equipment, supplies, venue requirements, transport, food, etc)

- Others (human resource, executive sponsorship, policy)

Template 2-A, Column 8

1. For Management/Leadership

2. For HR Positions

244

Why the need for Cost Estimates?

- Support good decisions;
- Determine how much the intervention or project costs;
- Serve as guideline to ensure if there are sufficient funds for the intervention;
- Develop cash flow needs;
- Develops time-phased budget.

Project Budget

- Detailed, time-phased estimate of all resource costs for your project or intervention;
- Stages:
  - Rough estimate of costs;
  - Detailed estimate of costs;
  - Complete and approved project budget.

Direct Costs

- Salaries for team members on your project
- Specific materials, supplies, and equipment for your project
- Travel to perform work on your project
- Subcontracts that provide support exclusively to your project

Indirect Costs

- **Overhead costs:** Costs for products and services for your project that are difficult to subdivide and allocate directly.

- **General and administrative costs:** Expenditures that keep your organization operational

Costs of a Training (example)

Direct Costs	Indirect Costs
Labor: salaries of all staff involved in the project.	**Employee benefits:** Benefits in addition to salaries;
Materials: supplies that will be used in the training.	**Rent:** The cost of the office space you use;
Transportation: the costs in going to the venue.	**Equipment:** The computer you use;
Subcontract: professional fee of external resource person	**Management and administrative salaries:** A portion of the salaries of upper managers and staff who perform the administrative duties necessary to keep your organization functioning.

Major cost items

- Personnel Services Fees (PSF)
- Consultant Services Fees (CSF)
- Out of Pocket Costs (OPC) for direct costs
- Value Added Tax (VAT) for government

Typical Out-of-Pocket Costs

- Supplies and materials
- Travel and transportation
- Workshop and conferences
- Printing and publishing
- Communications
- Rental of equipment
- Others/Miscellaneous expenses

Contingency Cost

- Whenever applicable , a **10% contingency** is applied to the project cost to provide for unexpected activities and other miscellaneous expenses

Estimating Costs of a Training (example)

Work Breakdown Structure (Example)

```
                    TRAINING
        ┌──────────────┼──────────────┐
 Prepare Training   Prepare for      Conduct Training
 Design            Training Conduct
```

- Prepare Training Design
  - Develop training design
  - Present training design
- Prepare for Training Conduct
  - Notify participants
  - Arrange venue/other logistics
  - Identify/Scout Resource Persons
  - Conduct faculty meeting
  - Prepare training materials
- Conduct Training
  - Facilitate learning activities
  - Secure evaluation
  - Prepare Training Report

1/Proposed Prioritized HRD Interventions	2/ Duration	3/Professional Services Fees				4/ Out-of-Pocket Costs (OPC)					Total
		3a/ Pre-Implem	3b/ Implem.	3c/ Post-Implem	Sub-total	4a/ Supplies & Materials	4b/ Printing & Reproduction	4c/ Venue & Accommodation	4d/ Transportation	Miscellaneous	
1. Prepare Training Design											
2. Prepare Training Conduct											
3. Conduct Training											

Financial Assumptions - OPC

Items	Particulars	Unit Price	Pax/Units	Freq.	Subtotal	Total
Transportation	Roundtrip	₱1,500.00	1	3	₱4,500.00	₱4,500.00
						₱2,843.59
Supplies	bond paper (ream)	₱139.20	2	1	₱278.40	
	staple wire	₱22.35	1	1	₱22.35	
	ink	₱2,542.84	1	1	₱2,542.84	
Reproduction	handouts during meetings, materials	₱1.00	1000	1	₱1,000.00	₱1,000.00
	project team (appro 6)					₱6,600.00
Meals	am&pm snacks	₱200.00	6	2	₱2,400.00	
	lunch	₱350.00	6	2	₱4,200.00	
Communication						₱1,500.00
	phone	₱1,000.00	1	1	₱1,000.00	
	cell cards	₱500.00	1	1	₱500.00	
	TOTAL OPC					₱16,443.59

248

Financial Assumptions - PSF

	Rate	Staff	Months	Sub-total
Training Manager	20,000.00	1	2	40,000.00
Documenter	15,000.00	1	2	30,000.00
Admin. Staff	10,000.00	2	2	40,000.00
Total PSF				**110,000.00**

Financial Assumptions - CSF

	Rate	Staff	Months	Sub-total
Resource Speakers	10,000.00	3	1	30,000.00
Consultant	40,000.00	1	1	50,000.00
Total CSF				**80,000.00**

Activity: Estimating Costs of Prioritized HRD Interventions

- Using the template, determine the manpower (PSF,CSF) and other logistical requirements (OPC) of the project.
- Place your brainstormed output in easel sheet (or alternatively use your laptop)
- Post/present output after 15 minutes

249

150

Slide 1

- TRAINING PROGRAM /COURSE EVALUATION

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

TWO TYPES OF EVALUATION

- Focus is before and during implementation
- Purpose is to validate and ensure that learning objectives are being met, and to address gaps in implementation if necessary

Formative ✓

- Focus is after implementation
- Purpose is to determine if intervention is able to deliver what it is designed to accomplish

Summative ✓

Slide 2

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

The concept of Monitoring and Evaluation ? ?

Traditional IMPLEMENTATION MONITORING focuses on:
- Inputs (money, resources, strategies);
- Process/Activities (what actually took place); and
- Outputs (product or services produced).

INPUT → PROCESS → OUTPUT

MONITORING

EVALUATION

"THROUGH-PUT" OR THE "I-P-O" Model

Slide 3

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

The concept of Monitoring and Evaluation ? ?

OUTCOMES in addition to Outputs.

OUTCOME

INPUT → PROCESS → OUTPUT

MONITORING

EVALUATION

Slide 4

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Monitoring:

a continuous process of collecting and analysing data

to determine how well a project, program or policy is being implemented against expected outcomes.

Evaluation:

an assessment of planned, ongoing or completed intervention to determine its RELEVANCE, efficiency, effectiveness, impact and sustainability.

STEP 2: IDENTIFYING OUTCOME

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

- Outcomes are the end results of your HRD Plan, Development interventions/programs
- Make explicit the intended objectives and the outcome

(Know where you are going before you get moving)
- Outcomes are statements of benefits
- They tell us whether we are successful or not.

WHAT IS AN OUTCOME?

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

OUTCOME refers to short-term, mid-term or long-term effects of achieving an organisational goal.

STEP 3: IDENTIFYING INDICATORS

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

What is an indicator?

An indicator is a specific numerical measurement that indicates progress toward achieving an outcome.

e.g., 90 of target participants have attended/completed the program

---

SELECTING KEY PERFORMANCE INDICATORS TO MONITOR OUTCOMES

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

- Each outcome needs to be translated into one or more indicators.
- Indicators are not the same as outcomes.
- An Indicator should answer the question:

"How will we know that we are approximating or have achieved our desired outcome?"

THE ROLE OF EVALUATION

Evaluation is an assessment of planned, on-going or completed intervention to determine its

- ❑ relevance
- ❑ efficiency
- ❑ effectiveness
- ❑ impact, and
- ❑ sustainability.

USES OF EVALUATION

- Decision-making on best alternatives
- To identify issues around an emerging problem
- To help build consensus among stakeholders on how to respond to a problem
- To make resource decisions

EVALUATION provides us the information on ...

- **Whether we are doing the right things**
  - Desired change has occurred
  - Our approach/activities are consistent with rationale/justification for the project
- **Whether we are doing things right**
  - Client satisfaction
  - Efficiency in optimising resources
  - Effectiveness I
- **Whether there are better ways of doing it**
  - Alternatives
  - Best practices /exemplar
  - Lessons Learned

The plans are linked...

HRD Plan

Desired Results
Learning Objectives
Interventions

HRD M&E Plan

HRD Monitoring and Evaluation Report

Part 1: HRD Plan Execution
This section summarizes the planned and actual number of learners, schedule and budget for a given year; reasons for any deviations between planned and actual targets, action taken (if any); and recommendations to address deviations and/or to ensure achievement of targets.

Intervent ion	Target Number of Learners*	Actual Number of Learners*	Planned Schedule	Actual Schedule	Financial Requirement s (Budget)	Actual Expenditure	% Over- (or Under-) Budget

Reasons for Deviations in Number of Learners, Schedule and Budget, and actions taken (if any)

Recommendations to address the deviations and/or facilitate achievement of set targets.

Part II. M&E Report on HRD Intervention
(Note: this part needs to be completed for each intervention)

Intervention Title:			
Planned Schedule		Actual Schedule	___ On schedule ___ Delayed
Target Learners (Office, Position)		Changes in Learners' Office and Position, if any	
Number of Target Learners:		Actual Number of Learners	
Financial Requirements:		Actual Expenditure:	___% over- (or under-) budget

Levels of Evaluation	Indicators (What will you measure?)	Actual Accomplishments	Gaps	Reasons for Gaps	Recommendations
Level 4: Desired Outcomes					
Level 3: Application					
Level 2: Learning					
Level 1: Learners' Reaction					

What factors facilitated the accomplishments?

What factors hindered the accomplishments?

"In this world, the only thing that is CONSTANT is CHANGE."

1. What are these CHANGE/s?

2. Who will be involved/affected by these CHANGE/s? In what way/s?

3. What will happen if we are not able to effectively manage these CHANGE/s?

4. How should we manage these CHANGE/s?

1. Wh **WHAT?** HANGE/s?

2. Who will be invol **WHO?** y these CHANGE/s? In w

3. What will happen **WHY?** ble to effectively manag GE/s?

4. Ho **HOW?** anage these CHA

Change Management
FRAMEWORK for ANALYSIS

TRIGGERS /
Drivers of the Change/s?

WHAT prompted/caused the change?
WHAT hastened the occurrence or pursuit
of the change?

CONTENT

WHAT changes will be introduced or
adopted within the organization?
WHAT is the scope of the change?

STAKEHOLDERS

WHO are involved in the change/s?
WHAT is the nature of their involvement?

PROCESS

HOW will the change be pursued?
Who will manage the change process?

Change Management

The ANATOMY of CHANGE

(Kurt Lewin)
THE 3-Step PROCESS OF CHANGE

1	2	3
UNFREEZING THE STATUS QUO	**MOVEMENT** TO A NEW STATE	**REFREEZING** THE NEW STATE (To make it permanent)

THE CHANGE CURVE: Phases of the Change Process

Slide 1

THE 3-Step PROCESS OF CHANGE

PAHRODF

1	2	3
UNFREEZING THE STATUS QUO	MOVEMENT TO A NEW STATE	REFREEZING THE NEW STATE (To make it permanent)

Desired / New EQUILIBRIUM

Initial / Existing EQUILIBRIUM

PRODUCTIVITY

DOWNTURN

UPTURN

VALLEY OF DESPAIR

PHASE 1   PHASE 2   PHASE 3   PHASE 4

TIME

THE CHANGE CURVE: Phases of the Change Process

Slide 2

PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT FACILITY

There are 4 crucial items to consider / watch out in MANAGING the CHANGE PROCESS:

1. The drop in productivity during the DOWNTURN phase;

2. The period of the DOWNTURN phase (before the organization starts to recover)

3. The period of the UPTURN phase; (i.e. the length of time it will take the organization to recover)

4. The UPTURN Productivity level (i.e., the productivity level when the organization reaches its new equilibrium)

Slide 3

THE 3-Step PROCESS OF CHANGE

PAHRODF

1	2	3
UNFREEZING THE STATUS QUO	MOVEMENT TO A NEW STATE	REFREEZING THE NEW STATE (To make it permanent)

VARIATIONS IN DOWNTURN PRODUCTIVITY LEVELS

PRODUCTIVITY

C
A
B

PHASE 1   PHASE 2   PHASE 3   PHASE 4

TIME

THE CHANGE CURVE: Phases of the Change Process

Slide 4

(Kurt Lewin)

THE 3-Step PROCESS OF CHANGE

PAHRODF

1	2	3
UNFREEZING THE STATUS QUO	MOVEMENT TO A NEW STATE	REFREEZING THE NEW STATE (To make it permanent)

VARIATIONS IN DOWNTURN PERIOD

PRODUCTIVITY

C   A   B

PHASE 1   PHASE 2   PHASE 3   PHASE 4

TIME

THE CHANGE CURVE: Phases of the Change Process

160

THE 3-Step PROCESS OF CHANGE

THE CHANGE CURVE: Phases of the Change Process

THE 3-Step PROCESS OF CHANGE

THE CHANGE CURVE: Phases of the Change Process

THE CHANGE CURVE: Phases of the Change Process

CHANGE READINESS ASSESSMENT

Is the organization READY FOR CHANGE ?

- TRANSFORMATIONAL
- TRANSACTIONAL

CHANGE READINESS ASSESSMENT

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
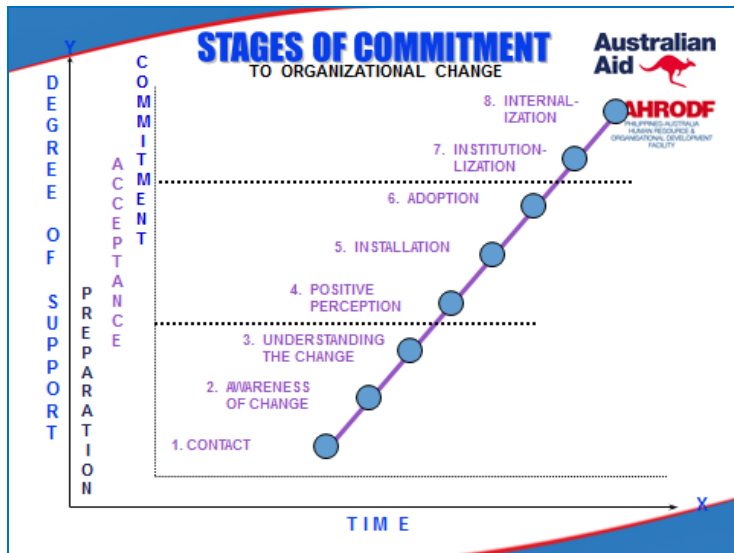HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

● **TRANSFORMATIONAL**

- How much do employees know about the external environment of the firm? Who are the customers and competitors?

- How well does the company understand & respond to the needs of its customers?

- How well do employees understand the firm's mission and strategy?

- What are the employees perception of management? Do they consider them as successful motivators?

- What do employees think about the firm's culture? Is it oppressive or empowering?

CHANGE READINESS ASSESSMENT

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

● **TRANSACTIONAL**

- How do employees find the firm's structure?
  How do reporting relationships and lines of business affect organizational effectiveness?
  Does the firm promote autonomy or teamwork?

- What do people think about the systems, technology, policies and procedures that support how people get their jobs done?
  How well does current technology support people in their work?

- What do employees think about management practices, work climate and performance issues?
  Do employees skills match their jobs?
  Is the company productive and profitable?

---

9 Principles of Change

Australian Aid

ODF

1. **Principle of Interdependence**
   A system has many interrelated parts;
   a change in one part affects other parts or other systems.

2. **Principle of Homeostasis**
   Change upsets a system's equilibrium, thus it may be resisted. Change must be reinforced, otherwise the system will revert to old patterns.

3. **Principle of Participation**
   The people who will be affected by a change should participate in making the change.

---

9 Principles of Change

Australian Aid

ODF

4. **Principle of Accurate Diagnosing**
   The meaningfulness of a change plan depends on the accuracy of the diagnosis.

5. **Principle of Opposing Forces**
   Change agents must know how to analyze and manage the forces operating for change as well as those operating against it;

6. **Principle of Proper Timing**
   The time should be "ripe" for introducing a change.

9 Principles of Change

7. **Principle of Flexibility**

   Change agents and change plans must be adaptable.

8. **Principle of Inevitable Conflict**

   Conflict may occur at any step in the planned change process.

9. **Principle of Self-Understanding**

   Change agents need to know themselves and use this knowledge in planning for change.

EIGHT (8) STAGE CHANGE PROCESS

1. **ESTABLISH A SENSE OF URGENCY**
   - Examine the market & competitive realities.
   - Identify and discuss crises, potential crises or major opportunities.

2. **CREATE THE GUIDING COALITION**
   - Put together a group with enough power to lead the change
   - Get the group to work together like a team

EIGHT (8) STAGE CHANGE PROCESS

3. **DEVELOP A VISION & STRATEGY**
   - Create a vision to help direct the change effort
   - Develop strategies for achieving that vision

4. **COMMUNICATE THE CHANGE VISION**
   - Use every vehicle possible to constantly communicate the new vision & strategies
   - Have the guiding coalition role model the behavior expected of employees

---

EIGHT (8) STAGE CHANGE PROCESS

5. **EMPOWER BROAD-BASED ACTION**
   - Get rid of obstacles
   - Change systems or structure that undermine the change vision
   - Encourage risk-taking and non-traditional ideas, activities and actions

6. **CREATE SHORT-TERM WINS**
   - Plan for visible improvements in performance or "Wins"
   - Create those wins
   - Visibly recognize & reward people who make wins possible

EIGHT (8) STAGE CHANGE PROCESS

7. **CONSOLIDATE GAINS & PRODUCE MORE CHANGE**
   - Use increased credibility to change all systems structures and policies that don't fit the vision
   - Hire, promote and develop people who can implement the change vision
   - Reinvigorate the process with new project, themes and change agents

EIGHT (8) STAGE CHANGE PROCESS

8. **ANCHOR NEW APPROACHES IN THE CULTURE**
   - Create better performance thru customer- and productivity-oriented behavior, more & better leadership and more effective management
   - Articulate the connections between new behaviors and organizational success
   - Develop means to ensure leadership development and succession

Degrees of ORGANIZATIONAL CHANGE

NORMATIVE and BEHAVIORAL changes are more difficult to pursue and take longer to accomplish.

TYPES OF ORGANIZATIONAL CHANGE

264

STAGES OF COMMITMENT TO ORGANIZATIONAL CHANGE

8. INTERNAL-IZATION
7. INSTITUTION-LIZATION
6. ADOPTION
5. INSTALLATION
4. POSITIVE PERCEPTION
3. UNDERSTANDING THE CHANGE
2. AWARENESS OF CHANGE
1. CONTACT

STAGES OF COMMITMENT TO ORGANIZATIONAL CHANGE

8. INTERNAL-IZATION
7. INSTITUTION-LIZATION
6. ADOPTION — Change Aborted after Extensive Application
5. INSTALLATION — Change Aborted after Initial Application
4. POSITIVE PERCEPTION — Decision not to Support
3. UNDERSTANDING THE CHANGE — Negative Perception
2. AWARENESS OF CHANGE — Confusion
1. CONTACT — Unawareness

Key Roles in a CHANGE PROCESS

CHANGE SPONSOR -	individual or group who legitimizes the change
CHANGE AGENT -	individual or group who is responsible for implementing the change
CHANGE TARGET -	individual or group who must actually change
CHANGE ADVOCATE -	individual or group who wants to achieve change but does not possess legitimization power

STAKEHOLDER MATRIX

	TRUST LOW	TRUST HIGH
AGREEMENT HIGH	BEDFELLOWS / PARTYMATES	ALLIES
AGREEMENT LOW	ADVERSARIES	OPPONENTS
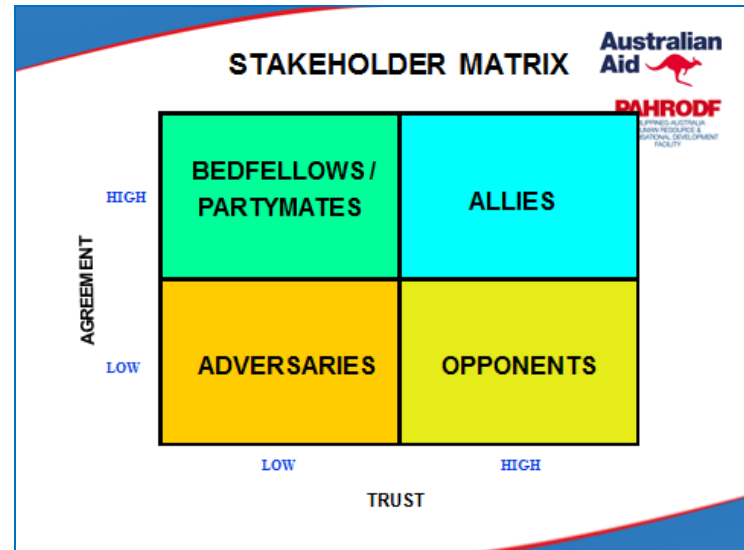
Principles for Overcoming Resistance to Change

- ◆ Resistance is natural and inevitable : **EXPECT IT**

- ◆ Resistance doesn't always show its face: **FIND IT**

- ◆ Resistance has many motivations : **UNDERSTAND IT**

- ◆ Resistance won't leave just because you turned your back on it : **CONFRONT IT**

- ◆ Deal with people's concern, not their arguments : **PLUG THE LEAK INSTEAD OF DEALING WITH THE OVERFLOW**

- ◆ There's only one way to deal with resistance: **MANAGE IT**

CAUSES OF RESISTANCE TO CHANGE
IN ORGANIZATIONS

1. The change is not specified through documentation.

2. The purpose for the change has not been clarified or substantiated.

3. People affected by the change have not been involved in the planning for change.

4. Personal appeal has been a primary strategy used to gain acceptance for a change.

CAUSES OF RESISTANCE TO CHANGE
IN ORGANIZATIONS

5. The operations and patterns of work groups have been disregarded.

6. Employees have not been kept informed about the change.

7. Employees' worries and concerns about possible failure have not been explored or allayed.

8. Excessive work pressure is created during the implementation phase of the change.

CAUSES OF RESISTANCE TO CHANGE
IN ORGANIZATIONS

9. Issues regarding job security and concomitant anxiety have not been attended to in open, real ways.

166

CHANGE
IS MORE LIKELY TO BE ACCEPTED
IF THERE IS

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT

- **Involvement and Contribution**
  (knowledge, attitudes, suggestions, feelings, opinions)

- **Sharing and dissemination of information**
  on the reasons for and the advantages of the change

- **Honest and open communication**

- **Concrete and specific feedback about the change**

CHANGE
IS MORE LIKELY TO BE ACCEPTED
IF THERE IS

Australian Aid
PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT

- **Respect for people's feelings,**
  regardless of whether they are supportive or opposed to the change

- **Assistance to people** in coping with the effects of change

- **Recognition for people's contributions to**
  the implementation of the change

10 COMMANDMENTS of CHANGE

Australian Aid
PAHRODF

1. Analyze the need for change.

2. Create shared vision and direction.

3. Separate from the past

4. Instill a sense of urgency;
   Wake up from complacency.

5. Support strong leadership.

Rosabeth Moss Kanter, Barry A. Stein, and Todd D. Jick, 1993

10 COMMANDMENTS of CHANGE

Australian Aid
PAHRODF

6. Line up political support and sponsorship.

7. Draw up the implementation plan.

8. Develop enabling structure

9. Communicate, involve people & be honest.

10. Reinforce and institutionalize change.

Rosabeth Moss Kanter, Barry A. Stein, and Todd D. Jick, 1993

Qualities of a Change Leader

PERSONAL MASTERY +

Communication
- SPEAKING
- PERSUADING
- LISTENING

Hard Work
- ENERGY
- PERSISTENCE
- ORGANIZATION

Analysis
- DIAGNOSTIC SKILLS
- PROBLEM-SOLVING SKILLS

Networking
- MOBILIZING SUPPORT
- NURTURING PRESENT & POTENTIAL ALLIES

Goal-Process Integration
- CREATING / SUPPORTING A VISION
- RESULTS-DRIVEN PLANNING WITH PROCESS-DRIVEN IMPLEMENTATION

Enabling
- SUPPORT & MENTORING
- CONFIDENCE BUILDING
- RECOGNITION & AFFIRMATION

EMPOWERING CHANGE :
THE LESSON OF THE BICYCLE

ROLES/ PARTICIPATION
DECISION-MAKING
CONFLICT RESOLUTION & PROBLEM-SOLVING
RESISTANCE
SUPPORT & COMMITMENT
CAPACITY-BUILDING
SUSTENANCE

POLICIES
SYSTEMS
PROCEDURES
STRUCTURES
TECHNOLOGY
RESOURCES
OUTCOMES

PROCESS ISSUES

CONTENT ISSUES

From the Files of C.T.Abella,
Former President, DAP

PAHRODF REQUISITES:

RISK MANAGEMENT PLAN

COMMUNICATION PLAN

What is a Risk Management Plan?

It is a tool that anticipates possible risks that can affect successful implementation of the an activity/program/plan and attempts to determine preventive and contingent actions.

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

What is a Risk Management Plan?

It has the following key elements:

- possible or potential problems or risks,
- each risk's potential effects and impact,
- the preventive action to address the problems or risks,
- the mitigation action to minimize effects and impact.
- It also identifies the person who will be responsible for managing the problems that will potentially derail realization of the project as planned.

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

RISK MANAGEMENTPLAN

RISKs	POTENTIAL/ LIKELIHOOD	IMPACT/ EFFECT	PREVENTIVE ACTION	MITIGATION ACTION	RESPONSIBILITY Centers
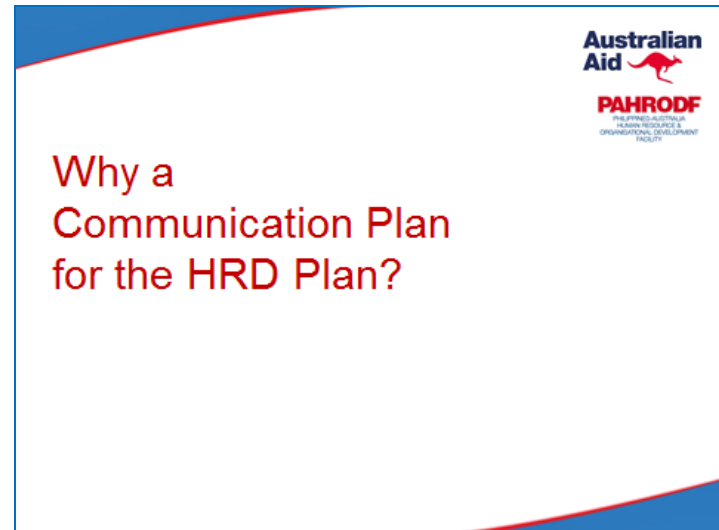
Plan your communication

This is required to create a roadmap that will highlight who the senders are, what their key messages are for target receivers/audience should be, and what the proper timing is.

Develop the communication plan.

- Identify the target audience and their WIIFT

- Identify your change sponsor and his/her key message

Develop the communication plan.

Support these with information on:

- Best practices from other organizations,

- Unique attributes of your organization,

- And the results of applying the change.

Important considerations in preparing the ComPlan

- Customize the plans according to change characteristics (large or small change) and the readiness to change of target audience

- Talk about how the change will affect the receivers/target audience (implications and risks)

Important considerations in preparing the ComPlan

- Talk about the need for change from organization's perspective

- Be guided by the phases of change of the project and by the phases of change of target audience

Phases of Change of the Project

1. Need for change
2. HRD Planning
3. HRD Plan Implementation
4. Post Implementation

Phases of Change of the Target Audience

1. Awareness
2. Desire
3. Knowledge
4. Ability
5. Reinforcement

Successful Change Happens When the Phases of a **Change Project** is More or Less Proportional to the Phases of Change for **Employees.**

Plan for **Specific** Results

Awareness of the need for change

Desire to participate and support the change

Knowledge on how to change

Ability to implement required skills and behaviors

Reinforcement to sustain the change

Make them **Aware**.

- Give them ready access to relevant information.
- Prepare sponsors' communication to emphasize what's in it for the receivers.

Increase their **Desire**.

- Show them there's hope in the future state.
- Magnify their discontent with the current state.
- Emphasize what the change will do to advance their careers.

Let them **Know**.

- Educate them with clear concepts.
- Give them relevant benchmarks.
- Train them to increase their skills in applying these concepts.

Slide 1

Increase their Ability.

- Mentor them by showing how it is supposed to be done.
- Give them opportunities to practice their skills.
- Coach them by giving balanced feedback.

Slide 2

Give them the proper Reinforcement to sustain the change.

- Recognize and celebrate their achievements.
- Compensate them for their efforts.
- Give them incentives and rewards if possible.

Slide 3

To get your desired outcomes, communicate --

What's in it for them.
(WIIFT)

Slide 4

Step 1: Identify your target audience

How could the change benefit them?

At a minimum, consider 3 distinct receivers/audience:

- Executives
- Mid-level managers and supervisors
- Employees
- *Customers (when appropriate)*
- *Suppliers (when appropriate)*

Slide 1

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Step 2: Identify your sponsor/s or sender/

Criteria:
- Has integrity
- Is knowledgeable
- Is a visible champion of the change initiative

Slide 2

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Step 3: Suit the **Key Message** to reflect the WIIFTof your receivers/audience.

KM = Main Idea + Arguments.

Write the key message.

Slide 3

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Step 4: Aim for visual impact.

Delivery should be properly timed.

Sponsor/Sender should be prepared to respond to questions that might arise

Slide 4

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

Step 5:

Prepare and present your communication plan to the project team, primary sponsor, and critical stakeholders.

Choose the best medium or channel of delivery…

Find opportunities for face-to-face interactions.

- Meetings
- Focus groups
- One-on-one meetings
- Road show presentations
- Brown bag lunches
- Training courses and workshops

Choose the best medium or channel of delivery…

Use alternate communication channels only to support face-to-face interactions.

- Emails
- Bulletin Boards
- Newsletters Demonstrations
- Internal memos
- Posters
- Videos
- Website
- Word of mouth

Communication Plan Template

Workshop: Create your ComPlan

- Write the key message for your assigned target audience (customize) and timeframe.

- Determine Desired result for the organization and Desired Result for the employee or officials

- Choose the appropriate medium for communication and frequency of communication

Competency Modeling

Slide 1:

Establishing the Platform for
COMPETENCY-BASED HUMAN RESOURCES
MANAGEMENT AND DEVELOPMENT

❏ COMPETENCY MODELING

- COMPETENCY MODELS
- COMPETENCY TABLES
  - COMPETENCY RUBRIC
  - COMPETENCY CORE DESCRIPTIONS
  - COMPETENCY DEFINITION
  - COMPETENCY TITLE

❏ COMPETENCY PROFILING

- POSITION (COMPETENCY) PROFILES
- PERSON (COMPETENCY) PROFILES

Slide 2:

Establishing the Platform for
COMPETENCY-BASED HUMAN RESOURCES
MANAGEMENT AND DEVELOPMENT

❏ COMPETENCY MODELING

1. Determining the Critical Competencies
   - Supportive of VMGS
   - Distinctive competencies

2. Classifying the Critical Competencies
   - Core competencies
   - Functional competencies
     - Leadership
     - Technical

3. Defining the Critical Competencies and their behavioral indicators

Validation Process

Slide 3:

Establishing the Platform for
COMPETENCY-BASED HUMAN RESOURCES
MANAGEMENT AND DEVELOPMENT

❏ COMPETENCY MODELING

4. Establishing the competency RUBRIC; i.e., describing the behavioral manifest-ation/s at each level of proficiency

5. Coming-Up with Competency Model/s

Validation Process

Slide 4:

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANIZATIONAL DEVELOPMENT
FACILITY

IDENTIFYING the KEY COMPETENCIES

APPROACHES / SCHEMES
for Going Through The Various Processes of COMPETENCY MODELING

Primary Data Sources	Identifying Competencies	Validation
● Direct Observation		
● Survey / Use of Questionnaires	✓	
● Interviews / One-on-one sessions		
● with Incumbents	✓	✓
● with Superiors / Peers	✓	✓
● Focus Group Discussion	✓	✓

APPROACHES / SCHEMES
for Going Through The Various Processes of COMPETENCY MODELING

Secondary Data Sources	Identifying Competencies	Validation
● Review of Relevant Literature	✓	
● Data from existing documents		
● Job Description	✓	
● Job Analysis / Audit Reports		
● Perf. Assessment Reports		
● Work / Output Samples		

APPROACHES / SCHEMES
for Going Through The Various Processes of COMPETENCY MODELING

Secondary Data Sources	Identifying Competencies	Validation
● Review of Relevant Literature	✓	✓
● Data from existing documents		
● Job Description		
● Job Analysis / Audit Reports		
● Perf. Assessment Reports		
● Work / Output Samples		

Types of Competencies

Types of Competencies
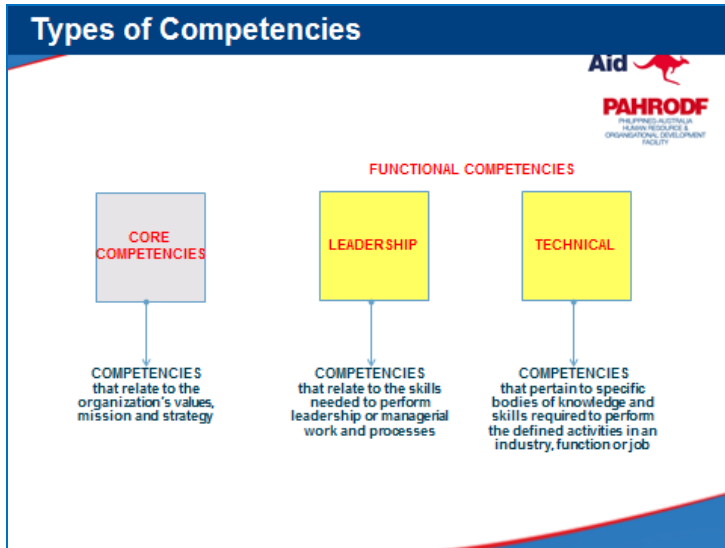
FUNCTIONAL COMPETENCIES

CORE COMPETENCIES

LEADERSHIP

TECHNICAL

COMPETENCIES that relate to the organization's values, mission and strategy

COMPETENCIES that relate to the skills needed to perform leadership or managerial work and processes

COMPETENCIES that pertain to specific bodies of knowledge and skills required to perform the defined activities in an industry, function or job

Competency	Type
Service Excellence	Core
People Management	Leadership/Managerial
Displaying Commitment	Core
Database Programming	Technical
Building Teams	Leadership/Managerial
Training Delivery	Technical

The Value of Competency Models

Why Competency Models?

- Establishes common criteria for hiring, measuring and rewarding people
- Reminds employees that how they do things is as important as what they do
- Enables greater flexibility to move people laterally and encourages development
- Provides road maps for increasing capabilities incrementally
- Facilitates organizational change and builds desired culture

Identification of Competencies

How to Discover Competencies?

| Buy | Borrow | Build |

Steps to Discovering Competencies

1. Analyze Documents and Other References
2. Draft Initial Competencies
3. Filter and Screen Competencies
4. Validate Competencies

Step 1 - Analyze Documents and Other References

- Expert Groups/Success Profile or Success Model
- Organization Core Competency Alignment
- Strategic Themes and/or Focus Alignment
- Behavior Event Interviews
- Observation/Modeling
- Job Analysis or Job Description Review

Step 3 - Filter and Screen Competencies

Step 3 - Filter and Screen Competencies

☐ **Relevance**

☐ **Common Themes**

☐ **Progressive/Development**

☐ **Elements**

Step 4 - Validate Competencies

VISION

To be the preferred partner in delivering the best multi-channel BPO solutions to global organizations

MISSION

- Sustaining quality and excellence in service delivery
- Achieving the highest levels of client satisfaction

- Developing our human capital
- Enriching their quality of life by maintaining a balanced personal and professional lifestyle.

Step 4 - Validate Competencies

Critical Accountabilities

- Key Result Area
- Major Accountabilities

- Output

- Challenges and Risks

- Key Decisions

Step 4 - Validate Competencies

- Are these competencies demonstrated by people who perform the work most effectively?

- In other words, are people who don't demonstrate this competency ineffective in the role?

- Is the competency relevant and necessary for effective work performance?

How Many Competencies?

Employee Groups	STAFF	SUPERVISORY	MANAGERIAL	EXECUTIVE
Core Competencies	3	3	3	3
Leadership Competencies		1	2	3
Technical Competency	5	4	3	2
TOTAL	8	8	8	8

Competency Table

Competency Table

COMPETENCY			
Operational Definition			
CORE DESCRIPTION 1	CORE DESCRIPTION 2	CORE DESCRIPTION 3	CORE DESCRIPTION 4
Sample Behaviors	Sample Behaviors	Sample Behaviors	Sample Behaviors

Competency Table

Competency Table Sample

Competency Table Sample

CLUSTER	MANAGING RELATIONS			
COMPETENCY	Customer Focus			
OPERATIONAL DEFINITION	The ability to effectively deal and/or meet the needs of internal and external customers balanced with the interests of the team or organization.			
LEVELS	1	2	3	4
CORE DESCRIPTION	Responds effectively to customer needs by delivering on explicit requirements, objectives and/or standard.	Delivers more or beyond the customer's stated needs, objectives or standard but still within the allowed or prescribed level of control or scope of the servicing party.	Delivers beyond the customer's stated needs well beyond the prescribed control or scope but ensures and coordinates this extension of service to appropriate or involved parties.	Anticipates customer needs and concerns and recognizes what they might value and delivers these in a tactful and professional manner
SAMPLE BEHAVIORS	- Understands the implicit needs of customers based on the service rendered and displays courtesy and care in addressing or fulfilling the need and within defined agreements/standards.	- Understands the explicit needs of customers and displays courtesy and care in confirming or denying if the stated need can be addressed.	- Influence changes in system practices or policies to attend to a customer's unusual or outside-of-scope needs, cognizant that the requirement does not impact the business or organization processes adversely.	- Takes care of the customer in a proactive manner, updating them of news or progress on issues directly or indirectly affecting SOWs or the customer's business

- Offers additional services to customer as a result of analysis, appreciation and understanding of the customer's business, needs and business direction, including the industry it competes in. |
| INTERVENTIONS | - Service Excellence | - Effective Negotiation Skills | - Client Business Literacy | - Client Business Literacy |

- DEFINITION
- CORE DESCRIPTION
- BEHAVIORAL INDICATOR/ RUBRIC

Competency RUBRICS
(or Levels of Proficiency)

Australian Aid / PAHRODF

Competency Levels or Rubrics

- A rubric is an explicit set of criteria used for assessing a particular type of work or performance.

- A rubric usually includes levels of potential achievement for each criterion.

- It sometimes also includes work or performance samples that typify each of those levels.

- Heidi Goodrich, a rubrics expert, defines a rubric as *a scoring tool that lists the criteria for a piece of work or 'what counts.'*

Competency Levels or Rubrics

- For example, a rubric for an essay might tell students that their work will be judged on purpose, organization, details, voice, and mechanics.

- A good rubric describes levels of quality for each of the criteria, usually on a point scale.

- Under mechanics, for example, the rubric might define the lowest level of performance as "many misspellings, grammar, and punctuation errors," ...and the highest level as "all words are spelled correctly; your work shows that you understand subject-verb agreement, when to make words possessive, and how to use commas, semicolons and periods."

Why Rubrics?

- To produce assessments that are far more descriptive than a single, holistic grade or judgment can be.

- Instead of merely saying that an individual is "very good," or "outstanding" a rubric-based competency model describes the quality of work on one or more dimension.

- For example, a department's strategic plan might be assessed using a rubric that included the clarity of its learning goals, the adequacy of plans, the adequacy of research, and other criteria.

- To let those who are producing work know in advance what assessors will apply to assessing that work.

Sample Rubrics

Beginning	Developing	Competent	Accomplished

Limited Proficiency	Some Proficiency	Proficiency	High Proficiency

Incoherent	Rudimentary	Developing	Adequate	Impressive	Excellent

Beginner	Novice	Proficient	Expert

Not Meeting	Approaching	Meeting	Exceeding

Trained	Novice	Proficient	Advanced	Expert

Sample Rubrics

Beginning	Developing	Competent	Accomplished

Limited Proficiency	Some Proficiency	Proficiency	High Proficiency

Incoherent	Rudimentary	Developing	Adequate	Impressive	Excellent

Beginner	Novice	Proficient	Expert

Not Meeting	Approaching	Meeting	Exceeding

Trained	Novice	Proficient	Advanced	Expert

Sample Rubrics

BASIC	INTERMEDIATE	ADVANCED	SUPERIOR

Rubric Within a Rubric

BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Displaying Consistently	Displaying Consistently	Displaying Consistently	Displaying Consistently
Displaying Often	Displaying Often	Displaying Often	Displaying Often
Displaying with Guidance	Displaying with Guidance	Displaying with Guidance	Displaying with Guidance
Does Not Display	Does Not Display	Does Not Display	Does Not Display

Behavioral Indicators

Behavioral Indicators

- A behavioral indicator is used to provide an objective description of what you might observe from an individual who demonstrates the competency.

- These provide evidence that they either have or do not have the competence that you are assessing.

- Behavioral indicators can therefore be positive or negative.

Behavioral Indicators

- Note that when we write behavioral indicators in competency tables, these are simply examples of what behaviors could look like.

- Your list will not be inclusive of all behaviors that demonstrate each level of performance for the competency.

- Rather, this is a tool to help guide evaluations of employee performance and should not be used as a checklist for employees' behaviors.

Writing Behavioral Indicators

Aid

PAHRODF
PHILIPPINES-AUSTRALIA
HUMAN RESOURCE &
ORGANISATIONAL DEVELOPMENT
FACILITY

- Behavioral terms are measurable, so it is important to use action verbs.

- Words such as "know" and "understand" and "appreciate" are trait-based descriptions which are not observable or measurable.

- Acceptable verbs include describe, list, summarize, select, etc.

293

The Process of COMPETENCY MODELING & PROFILING

Australian Aid · **PAHRODF**

IDENTIFICATION/DESCRIPTION

COMPETENCY Titles / COMPETENCY Definitions → COMPETENCY Models

COMPETENCY Dictionary · COMPETENCY Profiles

DOCUMENTATION (Competency-Based HRM Library)

The Process of COMPETENCY MODELING & PROFILING

Australian Aid · **PAHRODF**

IDENTIFICATION/DESCRIPTION

COMPETENCY Titles / COMPETENCY Definitions → COMPETENCY Models

COMPETENCY Manual · COMPETENCY Profiles

DOCUMENTATION (Competency-Based HRM Library)

Why Competencies?

Australian Aid · **PAHRODF**

What are Competencies?

Australian Aid · **PAHRODF**

Competencies are observable, measurable and vital *skills*, *knowledge* and *attitudes* that are translations of capabilities deemed essential for organizational success.

| KNOWLEDGE | SKILL | ATTITUDE | → | BEHAVIOR |

understanding acquired through learning | capabilities acquired through practice | factors which form the basis for behavior | the observable demonstration of knowledge, skills and attitude

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

JOB / ROLE PROFILING

	Job 1	Job 2
Competency 1	✔	✔
Competency 2	✔	
Competency 3	✔	✔
Competency 4		✔
Competency 5		

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

JOB / ROLE PROFILING

	Job 1	Job 2	Job 3
Competency 1	✔	✔	
Competency 2	✔		✔
Competency 3	✔	✔	✔
Competency 4		✔	✔
Competency 5			✔

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

TALENT PROFILING

Australian Aid

PAHRODF
PHILIPPINES-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

TALENT PROFILING

Competency 1
Competency 2
Competency 3
Competency 4
Competency 5

Slide 1 — TALENT PROFILING

	Job 3
Competency 1	
Competency 2	✔
Competency 3	✔
Competency 4	✔
Competency 5	✔

Slide 2 — TALENT PROFILING

	Job 3	Person 1
Competency 1		✔
Competency 2	✔	✔
Competency 3	✔	✔
Competency 4	✔	✔
Competency 5	✔	✔

Slide 3 — TALENT PROFILING

	Job 3	Person 1	Person 2
Competency 1		✔	
Competency 2	✔	✔	
Competency 3	✔	✔	
Competency 4	✔	✔	✔
Competency 5	✔	✔	✔

Slide 4 — PERFORMANCE MANAGEMENT

Competency 1 — Writing Effectively
Competency 2 — Managing Information
Competency 3 — Directing & Managing Change
Competency 4 — Risk Analysis
Competency 6 — Partnering & Networking

?

→ Sound & Effective DECISION MAKING

299

TALENT INVENTORY

		PERFORMANCE		
		LOW	MED	HIGH
POTENTIAL	HIGH	HIGH POTENTIAL / LOW PERFORMANCE **6**	HIGH POTENTIAL / MED PERFORMANCE **8**	HIGH POTENTIAL / HIGH PERFORMANCE **9**
	MED	MED POTENTIAL / LOW PERFORMANCE **3**	MED POTENTIAL / MED PERFORMANCE **5**	MED POTENTIAL / HIGH PERFORMANCE **7**
	LOW	LOW POTENTIAL / LOW PERFORMANCE **1**	LOW POTENTIAL / MED PERFORMANCE **2**	LOW POTENTIAL / HIGH PERFORMANCE **4**

TALENT INVENTORY

		PERFORMANCE		
		LOW	MED	HIGH
POTENTIAL	HIGH	HIGH POTENTIAL / LOW PERFORMANCE **ROUGH DIAMOND**	HIGH POTENTIAL / MED PERFORMANCE **FUTURE STAR**	HIGH POTENTIAL / HIGH PERFORMANCE **TOP PERFORMER**
	MED	MED POTENTIAL / LOW PERFORMANCE **3**	MED POTENTIAL / MED PERFORMANCE **CONTRIBUTING TALENT**	MED POTENTIAL / HIGH PERFORMANCE **CONTRIBUTING PERFORMER**
	LOW	LOW POTENTIAL / LOW PERFORMANCE **FOCUS OF ACTION**	LOW POTENTIAL / MED PERFORMANCE **2**	LOW POTENTIAL / HIGH PERFORMANCE **4**

TRAINING & DEVELOPMENT

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position
Competency 1		✓	
Competency 2	✓	✓	
Competency 3	✓	✓	
Competency 4	✓	✓	
Competency 5	✓	✓	

What can you conclude about INCUMBENT's development areas?

How valid is your conclusion?

TRAINING & DEVELOPMENT

	Competencies Required by Current Position	Incumbent's Existing Competencies	Dev't. Areas for Current Position
Competency 1		1	
Competency 2	2	3	
Competency 3	4	3	✓
Competency 4	2	2	
Competency 5	4	2	✓

What can you conclude re INCUMBENT's development areas?

How valid is your conclusion?

300

COMPETENCY–BASED STRATEGIC HUMAN RESOURCE MANAGEMENT & DEVELOPMENT
Systems Framework

Australian Aid

Career Management / Succession System

- Placement & TALENT Empowerment
- Competency Review/Gap Assessment
- HR & Orgn Development

External & Internal Recruitment

Competency Models/Profiles

STRATEGIC PLAN
Core & Functional Competencies

Compensation & Benefits Administration

- Rewards & Incentives
- Performance Review/Gap Assessment
- Performance Target Setting

Performance Management System

Systems Perspective by Rene I. Lamson, Mar 2012

301