

September 2014

ARE YOU READY TO BE
PRIMED?

IT'S TIME TO BE PRIMED!

What is PRIME-HRM?

PRIME-HRM stands for Program to Institutionalize Meritocracy and Excellence in Human Resource Management. It is a mechanism to support the attainment of the Civil Service Commission vision of becoming a Center of Excellence for Human Resource and Organization Development. PRIME-HRM assesses the agency's human resource management competencies, systems, and practices toward HR excellence. PRIME-HRM presents a more progressive system of assessment as it entails greater engagement not just of the human resource management officer (HRMO) but also of the officials and the rank-and-file employees of the agency.

The program also aims to:

- serve as search mechanism for best practices in human resource management;
- serve as a venue for exchange and development of expertise in the area of human resource management between and among government agencies;
- empower agencies in the performance of human resource management functions; and
- promote and reward excellent human resource management practices.

Who are covered by PRIME-HRM?

The program covers all national and local government agencies, including government-owned and controlled corporations (GOCCs) with original charter, state universities and colleges (SUCs), as well as regional offices of agencies with HR offices/units. As stated earlier, PRIME-HRM shall involve all HRMOs, heads of agencies, and rank and file employees.



What happens under PRIME-HRM?

PRIME-HRM enables agencies to achieve HR excellence through three steps:

Step 1

ASSESS

The CSC will assess the maturity level of an agency's competencies, systems and practices in four HRM systems.

The four HRM Systems are:

-  **RECRUITMENT, SELECTION, AND PLACEMENT**
-  **LEARNING AND DEVELOPMENT** 
-  **PERFORMANCE MANAGEMENT**
-  **REWARDS AND RECOGNITION**

Since HRM Offices play a big role in the program, their competencies will also be assessed to determine developmental opportunities. An online survey of the agency's human resource management climate will likewise be conducted.

Step 2

ASSIST

PRIME-HRM provides customized technical assistance and development interventions according to the determined needs of the agency.



HR NEEDS



ASSESS

ASSIST

Step 3

AWARD

Agencies may vie for special rewards and citations, such as being a Center of HR Excellence or the Seal of HR Excellence.

HRMOs may also be nominated / recommended for local study/scholarship grants. Of course, the biggest reward would be a motivated workforce and satisfied clients as a result of improved HR systems and procedures.

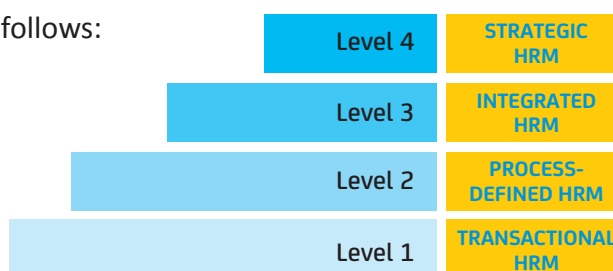


What is a Maturity Level?

The maturity level indicates how well the behaviors, practices and processes of an organization can reliably and sustainably produce required outcomes.

What are the different levels of maturity?

The maturity levels are as follows:



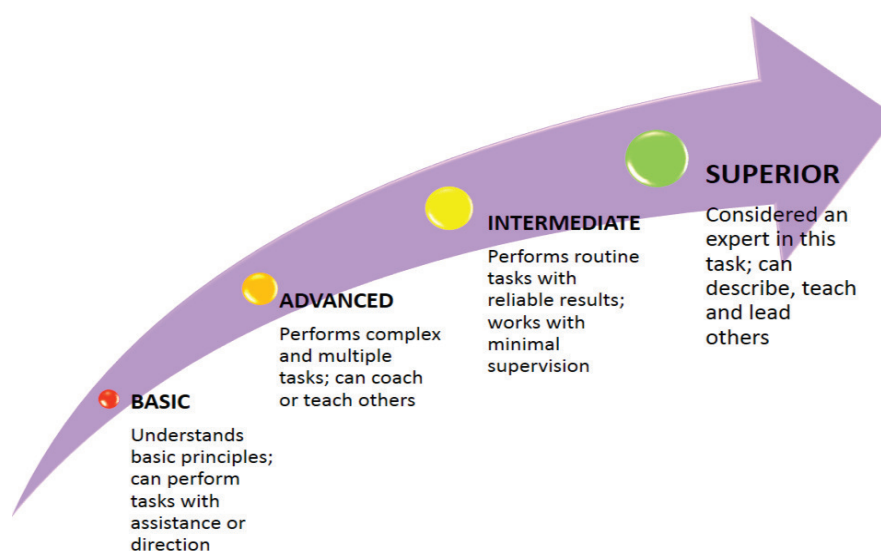
What are “Human Resource Management Office (HRMO) Competencies and Proficiency Levels”?

HRMO Competencies are characteristics that the Office has and uses in appropriate, consistent ways in order to achieve desired performance. These characteristics include knowledge, skills, aspects of self image, social motives, traits, thought patterns, mind-sets, and ways of thinking, feeling and acting. (Dubois and Rothwell, 2004)

The Civil Service Competency Model defines competencies as “observable, measurable, and vital knowledge, skills, and attitudes which are a translation of capabilities deemed essential for organisational success.”

The HRMO Competencies pertain to those required in the four PRIME-HRM systems. The HRMO competencies lens, together with the systems lens and practices lens, is used by the PRIME-HRM Assessors to determine the agency’s final maturity level rating. Without competencies, an HRMO cannot launch the correct HRM systems.

The competencies are organized in four proficiency levels shown below:



PRIME-HRM

MATURITY LEVELS / INDICATORS

(SYSTEMS, PRACTICES, AND HRMO COMPETENCIES)

Recruitment, Selection, and Placement (RSP) Performance Indicators

A strategy for attracting, screening, selecting and on boarding qualified persons

Policy (Documented Guidelines)	The Recruitment Selection Placement policy, which is linked to the HRM systems, sets the approach to the recruitment, selection, and placement of personnel, and the fulfillment of the Agency's commitment to equality, diversity, fairness, and transparency. The appropriate authorization required to initiate any action for vacant positions is first served/ obtained. Qualified candidates are sourced using recruitment and selection procedures and instruments that promote equal employment opportunity for all, regardless of sex, sexual orientation, age, religion, ethnic background, disability and others. To promote gender equity in the organization, the Agency policy includes the implementation of affirmative actions to correct gender disparity in different levels of the the organizational structure. The aim is to have the right person in the right job at the right time, which is essential to the Agency's performance.			
Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	Staffing plan is solely based on DBM or relevant approving authority.	Staffing plan is based on the current Agency requirement aligned with DBM Personnel Service Itemization and Plantilla of Personnel (PSIPOP) or relevant approving authority.	Staffing plan and prioritization in filling of positions is based on the short-and medium-term needs of the Agency.	Strategic Workforce planning system is directed to meet the present up to the long-term needs of the Agency.
	Active file of shortlisted candidates (hard copy only) is maintained.	Simple information system maintains active file of shortlisted candidates. Data is segregated by sex.	Electronic database maintains the profiles of both candidates and applicants (internal and external). It also generates customized reports.	Human Resources Information System (HRIS) maintains data on online recruitment, selection and placement as well as the profile of talents that agencies hire and lose. It also generates customized reports
	An ad hoc group is established to screen and evaluate candidates for vacant positions.	A Promotion and Selection Board (PSB) is established and functional, with HR Office as the lead unit.	A Promotion and Selection Board (PSB) is in place for specialized, highly technical, and executive managerial positions.	A Promotion and Selection Board (PSB) is in place, with HR as lead in driving the process. It is open to partnering with external professional experts, depending on the position being considered.
	Recruitment, Selection and Placement procedures are based on existing law, rules, and guidelines issued by relevant authority. Orientation is provided to all employees on Recruitment Selection and Placement Procedures.	Recruitment, Selection and Placement procedures are customized to the Agency requirements and are accompanied by a process flowchart. Orientation is provided to all employees on Recruitment, Selection and Placement procedures with emphasis on the customized features.	A well-defined Recruitment, Selection and Placement Procedures Manual aligned to the Agency's short-and medium-term needs is in place. Orientation is provided to all employees on the provisions and procedures contained in the Recruitment, Selection and Placement Manual.	A well-defined Recruitment, Selection and Placement Procedures Manual with online system aligned to the Agency's strategic goals are in place. Orientation is provided to all employees on the provisions and procedures contained in the Recruitment, Selection and Placement Manual as well as the features of the online system.
	Talent attraction is done through posting at Agency premises and publication in government bulletin, as required.	Talent attraction is done through posting in government bulletin; it may also be done through posting in major daily newspapers and/or Agency website, and/or other modes such as networking.	Talent attraction is done through participation in job fairs, campus recruitment, and publication in the Agency intranet.	Talent attraction is done through recruitment branding and proactive recruitment means to create a workforce pool.

Recruitment, Selection, and Placement (RSP) Performance Indicators

A strategy for attracting, screening, selecting and on boarding qualified persons

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	Candidate qualifications are properly matched vis-à-vis the minimum qualification standards for the position to be filled.	Candidate qualifications are properly matched vis-à-vis the specific qualification standards and job description for the position to be filled.	Candidate qualifications are properly matched vis-à-vis the specific or competency-based qualification standards and competency-based job description for selected positions.	Candidate qualification are properly matched vis-à-vis the specific or competency-based qualification standards and institutionalized competency-based job description for the position to be filled.
	Comparative assessment and final evaluation is done by the ad hoc committee using paper screening, interviews, and result of undocumented simple background investigation.	Comparative assessment and final evaluation is done by the Promotion and Selection Board (PSB), with HR office/unit providing the necessary resources from the structured interviews and documented structured background investigation results.	Comparative assessment and final evaluation is done by the Line Managers and the Promotion and Selection Board (PSB), with HR office taking the lead in the deliberation of results of competency-based simple assessment, documented structured background investigation and competency validation. Weights are assigned to personality tests and competency results.	Comparative assessment and Final evaluation is done by the Line Managers and the Promotion and Selection Board (PSB), with HR Manager taking the lead in the deliberation of results making use of various competency assessment methods (simulation, inbasket, discussion, role-playing) for senior and identified key positions only, documented structured background investigation, and competency validation. Weights are assigned to personality tests and competencies.
System Review Mechanism	Absence of metrics	Turn-around time	Turn-around time Recruitment plan (time to fill, time to source, and cost)	Turn-around time Recruitment evaluation (quality of hire, turnover)
	Ratio of men-women hired	Ratio of men-women hired	Percentage of women hired for male-dominated positions and vice-versa	Percentage of women represented in leadership positions and vice-versa
	Absence of exit interview	Informal exit interview	Documented and analyzed exit interview	Documented and analyzed exit interview that seeks recommendations for actions (e.g. improved workforce plan).

Recruitment, Selection, and Placement (RSP) Performance Indicators

A strategy for attracting, screening, selecting and on boarding qualified persons

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM	
Good Practices			1. Agency Heads can describe the plan they have in place to make sure recruitment and selection meets the needs of the Agency, and is fair, efficient, and effective.	1. Agency Heads can describe the strategies they have in place to make sure recruitment and selection meets the needs of the Agency, and is fair, efficient, and effective.	
				2. Agency Heads can describe how the Agency's recruitment and selection strategies are linked to its strategic HR plan and are designed to make sure the Agency has a talented and diverse workforce that is able to achieve its vision.	
		3. Supervisors/managers can describe how they make sure recruitment and selection is fair, efficient, and effective.	3. Supervisors/managers can describe how they make sure recruitment and selection is fair, efficient, and effective.	3. Supervisors/managers can describe how they make sure recruitment and selection is fair, efficient, and effective.	3. Supervisors/managers can describe how they make sure recruitment and selection is fair, efficient, and effective.
				4. Supervisors/managers can describe how they play an important role in recruiting and selecting employees with values that are aligned with the Agency's values.	4. Supervisors/managers can describe how they play an important role in recruiting and selecting employees with values that are aligned with the Agency's values.
			5. Employees can describe clearly and competently the features of the Agency's recruitment and selection system.	5. Employees can describe clearly and competently the features of the Agency's recruitment and selection system.	5. Employees can describe clearly and competently the features of the Agency's recruitment and selection system.

Recruitment, Selection, and Placement (RSP) Proficiency Indicators

A strategy for attracting, screening, selecting and on boarding qualified persons

Levels		Basic	Intermediate	Advanced	Superior
HRMO Competencies	Core Description	<ul style="list-style-type: none"> Basic skills/knowledge Basic understanding Requiring assistance to apply technical skills and displaying limited knowledge of technologies 	<ul style="list-style-type: none"> Intermediate skill Working knowledge Applying limited technical skills and demonstrating limited knowledge of emerging technologies 	<ul style="list-style-type: none"> Advanced skill Extensive experience Consistently applying technical skills and adapting to emerging technologies 	<ul style="list-style-type: none"> Expert level Subject matter breadth/depth Consistently applying and synthesizing technical skills in authentic situations, and extending skills to emerging technologies and problems
	Key Behaviours	Applies a Staffing Plan based on Personnel Service Itemization (PSI)	Applies a Staffing Plan based on current Agency requirements	Applies a Staffing Plan based on short-and medium-term objectives of the Agency through forecasting and prioritization	Applies a strategic Staffing Planning system aimed at meeting the present up to the long-term needs of the Agency
		Applies Recruitment Selection, and Placement guidelines	Develops Recruitment Selection, and Placement guidelines within existing laws and regulations	Formulates customized gender sensitive recruitment, selection and placement policies linked to other HRM systems (e.g. Performance Management and HRD Plan/ L&D) Develops and designs improvements to existing battery of recruitment and placement tools, methodologies, processes, and procedures based on emerging technologies	Formulates and champions gender responsive strategic recruitment, selection and placement policy linked to other HRM system (e.g. Performance Management, Talent Management, HRD and retention Board)
		Orients employees on the Recruitment, Selection and Placement procedures	Orients employees on the Recruitment, Selection and Placement process with emphasis on customised features	Orients employees on the provisions and procedures in the Recruitment, Selection and Placement manual	Orients employees on the provisions and procedures in the Recruitment, Selection and Placement manual, as well as the features on the online system.
		Applies national policies on Gender and Development (GAD) and Persons with Disability (PWD) in the recruitment, selection and placement process	Applies national policies on Gender and Development (GAD) and Persons with Disability (PWD) in the recruitment, selection and placement process	Applies national policies on Gender and Development (GAD) and Persons with Disability (PWD) in the recruitment, selection and placement process	Applies national policies on Gender and Development (GAD) and Persons with Disability (PWD) in the recruitment, selection and placement process
		Evaluates candidate qualifications vis-à-vis Qualification Standards (QS)	Evaluates candidate qualifications vis-à-vis Qualification Standards (QS) and Job Description for the position to be filled	Evaluates candidate qualifications vis-à-vis specific or competency-based Qualification Standards (QS) and competency-based job description for selected positions to be filled	Evaluates candidate qualifications vis-à-vis specific Qualification Standards (QS) and institutionalised competency-based job description for positions to be filled
		Invites candidates through posting in agency premises and publication and bulletin boards	invites candidates through posting in bulletin boards and/or, agency websites major newspapers and/or simple networking	Develops Recruitment strategies such as job fairs and campus recruitment activities to source for candidates	Develops and manages proactive recruitment activities, e.g. school tie-up, employer branding, caravans

Recruitment, Selection, and Placement (RSP) Proficiency Indicators

A strategy for attracting, screening, selecting and on boarding qualified persons

Levels		Basic	Intermediate	Advanced	Superior
HRMO Competencies	Key Behaviours	Performs secretariat function to the ad hoc Promotions and Selection Board (PSB) committee of the Agency	Performs technical support function to the Promotions and Selection Board PSB for the comparative assessment and final evaluation of candidates.	Facilitates competency-based assessment process to Line Managers and Promotions and Selection Board (PSB) members Conducts workshop on selection process for Promotion And Selection Board (PSB) members - Facilitates calibration process in the assessment of candidates	Manages the Promotions and Selection Board (PSB) deliberations and provides results of candidate assessment - Explains use of various competency assessment tools in the deliberation
		Does simple background investigation on an ad hoc basis	Evaluates and analyzes results of structured background investigation for second level, supervisory, and executive/ managerial positions	Evaluates and analyzes results of structured background Investigation vis-à-vis competencies	Utilizes 360-degree background investigation for senior managerial positions and positions with custodial responsibilities
		Performs unstructured interviews based on job description	Performs structured interviews based on job description	Performs structured interviews based on competency-based job description	Performs structured interviews based on competency-based job description
		Does paper screening and conducts simple interviews.	Administers appropriate written examinations and conducts structured interviews	Administers appropriate competency-based written examinations and assessment interviews with personality tests.	Administers appropriate competency-based written examinations and various competency-based assessment tools, such as simulations, in-basket, role playing etc.
		Responds to application requests and queries on a need basis.	Responds appropriately to application queries/ requests	Responds and explains appropriately to application queries/ requests	Responds and explains appropriately to application queries/ requests
	Products	Reports/Summary: Transmittal of results of assessments to the ad hoc committee Transmittal of results of ad hoc committee to the appointing authority Schedule of interviews/ exams Active file of short-listed candidates	Reports/Summary: Comparative results of candidate assessment to Promotion and Selection Board (PSB) Results of Promotion and Selection Board (PSB) deliberations to the appointing authority Background investigation report Agency RSP guidelines	Recruitment and Placement Calendar/Plan Proposal of process improvements Talent pool report (status and recommendation) Automated database of applicants and candidates Background investigation report with competency validation Policies and procedures manual	Recruitment and Placement Policies Comprehensive recruitment, and selection system, e.g. online recruitment Competency-based job description manual 360-degree validation report

HRD (Learning and Development) Performance Indicators

A strategy for development and learning vis-à-vis Agency objectives

Policy (Documented Guidelines)	<p>Learning, training, leadership and professional development are key factors in ensuring that public service is equipped to meet the challenges of the 21st century. The acquisition of skills and knowledge and the development of managerial and leadership capabilities are critical to the effective management of public service, which is the foundation of an inclusive, responsive, accountable and innovative government.</p> <p>This policy reflects the government's commitment to ensuring that the public is served by a skilled, well-trained, professional workforce. It fosters the value of a strong organizational leadership anchored on forward-looking management practices and continuous improvements on performance.</p> <p>Learning is a shared responsibility of employees, managers, deputy heads, and the Agency Head. The HRMO ensures that all employees, women and men alike, have equitable access to learning opportunities for their development. Employees are responsible for acquiring and maintaining the knowledge, skills, and competencies related to their position and functions, and for developing and pursuing learning plans that are aligned with the Agency's priorities and prepare them for the next job. Managers and Agency Heads are responsible for ensuring the timely completion of the Agency's training plan that supports Agency priorities and the Philippine Development Plan.</p>			
Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	<p>An ad hoc group reviews Learning and Development programs.</p>	<p>Personnel Development Committee (PDC) is established and fully functional.</p>	<p>Personnel Development Committee (PDC) is established and fully functional with HR as partner of Management in driving the process.</p>	<p>A separate unit / group for Learning / Development Center is established, with HR as lead in driving the process of making decisions related to - Learning and Development interventions.</p>
	<p>Learning and Development budget is set at a minimum limit of 3% taken from the total Maintenance of Other Operating Expenses (MOOE) of the agency, and is approved by Agency authorities.</p>	<p>Learning and Development budget is set according to Agency's current requirements, and is approved by Agency authorities.</p>	<p>Learning and Development investment plan is set according to Agency's short-term goals, and is approved by Agency authorities.</p>	<p>Learning and Development investment plan is set according to Agency's strategic mandate, and is approved by Agency authorities.</p>
	<p>Learning and Development Hours are defined per employee as follows: At least 1 training program attended per year.</p>	<p>Learning and Development Hours are defined per employee as follows: Minimum number of hours consistent with the approved Qualification Standards (QS), and as a result of a needs analysis, and Individual Development Plan for senior/ managerial positions.</p>	<p>Learning and Development Hours are defined per employee as follows: Minimum number of hours consistent with the approved Qualification Standards (QS), and as a result of a needs analysis, and Individual Development Plan for supervisory and higher positions.</p>	<p>Learning and Development Hours are defined per employee as follows: Minimum number of hours per year based on the Individual Development Plan of the employees.</p>
	<p>Simple process used in for identifying Learning and Development needs of the employees.</p>	<p>Learning and Development is based on simple individual Learning and Development needs identification. It is done occasionally.</p>	<p>Learning and Development needs identification and analysis is based on alignment of organizational and individual performance gaps, and is done annually.</p>	<p>Learning and Development needs identification and analysis is based on alignment between strategic organization direction with employee performance and competency gaps and career growth, and is updated every year.</p>

HRD (Learning and Development) Performance Indicators

A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	Learning and Development is based only on invitations to participate in Learning and Development and/or public offerings	Learning and Development Plan is mainly a listing of basic orientation, induction, and basic supervisory training.	Three-year Learning and Development Plan is prioritized on a yearly basis. The plan responds to performance and competency gaps that require training with identified appropriate HRD modes / methodologies, e.g. classroom, online, coaching, projects, etc. The plan also includes an integrated on-boarding program (interfaced with the whole Agency).	Three-year Strategic Learning and Development plan is prioritized and updated on a yearly basis. The plan responds to performance and competency gaps that require Learning and Development and other Learning and Development modes / methodologies, including scholarship, integrated on-boarding, and succession planning requirements. The Agency has a written and formalized Learning and Development plan for all core positions. The strategic Learning and Development plan provides a culture of Learning that helps the organization continually improve achievement of goals and attain new possibilities and capacities.
	Learning and Development activities are based on available published programs.	Learning and Development calendar design is based on identified performance and core competency gaps.	Learning and Development calendar support the Individual Development Plans for supervisory and higher positions. Team Learning Needs aimed at improving individual / team and Agency performance.	Learning and Development interventions are designed to support the Agency's Strategic Talent Plan, knowledge sharing, and continuous improvement.
	Conduct of programs is on as-needed basis	Development and conduct of programs are in partnership with external Learning and Development providers.	Development and conduct of Learning and Development programs are in partnership with the HR Lead and Line Managers	Development of interventions is in partnership with external or foreign Learning and Development partners geared toward interactive learning and sharing.
	Learning and Development delivery is through attendance in public seminars / workshops	Learning and Development delivery is limited to training and classroom methodology.	Learning and Development delivery is through the use of various Learning and Development modes and methodologies, e.g. classroom, workplace coaching, online, internship, practicum, immersion, beachmarking, among others. Management trainee or cadetship program for High Potentials is implemented.	Learning and Development delivery is through the use of various Learning and Development modes and methodologies including innovative learning methods. Management trainee or cadetship program for High Potentials is implemented.

HRD (Learning and Development) Performance Indicators

A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	External facilitators are used.	Learning and Development specialist serves as internal facilitator for technical training.	Pool of internal trainers / facilitators conducts programs for competency and basic leadership development	Established pool of internal trainers / facilitators and external or foreign Learning and Development partners that conduct Learning and Development programs.
	Learning and Development evaluation is done through qualitative analysis based on feedback provided by participants.	Learning and Development evaluation is done through qualitative cost benefit analysis which assesses p r o g r a m performance.	Learning and Development evaluation is done through both qualitative and quantitative benefit cost analysis, which assess program effectiveness and relevance to Agency needs in relation to cost.	Learning and Development evaluation is done through Return on Investment (ROI) of Learning and Development programs in relation to the Agency's strategic talent plan and impact of delivery of service to the client.
	Database maintains a list of participants and Learning and Development programs attended.	Simple information system supports monitoring and evaluation of: <ul style="list-style-type: none"> • Learning and Development activities per employee based on Individual Development Plan • Annual learning and development programs / interventions • List of participants 	Electronic Learning and Development system supports monitoring and evaluation of: <ul style="list-style-type: none"> • Learning and Development activities per employee based on Individual Development Plan • Annual Learning and Development programs / interventions • List of participants • Learning and development report 	All HR-related information is linked to Human Resources Information System (HRIS) that supports monitoring and evaluation of: <ul style="list-style-type: none"> • Historical Learning and Development plans and programs / interventions • Historical Employee Learning and Development data • Employee Individual Development Plans • Learning and Development analytics <p>- Metric: cost relative to market, measurement of course</p>

HRD (Learning and Development) Performance Indicators

A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Review Mechanism	Learning and Development spending / expenditure is a % of HR budget.	Learning and Development spending / expenditure is a % of HR budget.	Learning and Development spending / expenditure is a % of HR budget.	Learning and Development spending / expenditure is a % of HR budget.
	Learning and Development hours / employee	Learning and Development hours / employee	Learning and Development hours / employee	Learning and Development hours / employee
			Proportion of employees developed to address competency gaps	Number of individuals able to move into key positions (linkages)
	Accomplished reaction report on learning program attended	Accomplished feedback report on course and trainers	Evaluation report on learning intervention's application to the job, e.g. Re-entry Action Program (REAP) Self-evaluation of learning established standards	Team and individual achievement vis-à-vis Performance targets Evaluation of impact on employee and Agency Performance
	Performance data on targets such as absenteeism	Performance improvement data prior to and after learning implementation	Performance data on targets such as retention and internal promotions	Impact assessment of learning development and growth vis-à-vis employees' knowledge, skills and attitudes, and their impact to service rendered

HRD (Learning and Development) Performance Indicators
A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices		1. Agency Heads can explain the Agency's Learning and Development needs, and the plans and resources in place to meet them.	1. Agency Heads can explain the Agency's Learning and Development needs, and the plans and resources in place to meet them, how these contribute to the achievement of Agency objectives, and how the impact will be evaluated.	1. Agency Heads can explain the Agency's Learning and Development needs, and the plans and resources in place to meet them, how these contribute to the achievement of Agency objectives, and how the impact will be evaluated.
		2. Agency Heads can describe the Agency's overall budget of time, money, and resources for Learning and Development.	2. Agency Heads can describe the Agency's overall budget of time, money, and resources for Learning and Development.	2. Agency Heads can describe the Agency's overall budget of time, money, and resources for Learning and Development.
		3. Agency Heads can explain, and qualify where appropriate, how Learning and Development has improved the performance of the various work units.	3. Agency Heads can explain, and quantify where appropriate, how Learning and Development has improved the performance of the Agency.	3. Agency Heads can explain, and quantify where appropriate, how Learning and Development has improved the performance of the Agency.
		4. Agency Heads can explain the development needs of employees and describe plans to ensure everyone has equitable access to appropriate Learning and Development opportunities.	4. Agency Heads can explain the development needs of employees and describe Learning and Development plans to ensure everyone has equitable access to appropriate Learning and Development opportunities.	4. Agency Heads can explain the development needs of employees and describe strategies to ensure everyone has equitable access to appropriate Learning and Development opportunities.
			5. Agency Heads can describe how the organization's structure is designed to achieve its Agency goals and optimize employees' talents.	5. Agency Heads can describe how the organization's structure is designed to achieve its Agency goals and optimize employees' talents.
		6. Agency Heads can explain the Agency's internal communication system encouraging sharing of knowledge and information throughout the Agency.	6. Agency Heads can explain the Agency's internal communication system encouraging sharing of knowledge and information throughout the Agency.	6. Agency Heads can explain the Agency's internal communication system encouraging sharing of knowledge and information throughout the Agency.
			7. Agency Heads can describe how consultation and involvement are part of Agency culture.	7. Agency Heads can describe how consultation and involvement are part of Agency culture.

HRD (Learning and Development) Performance Indicators

A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices			8. Agency Heads can describe how the evaluation of their investment in employees is used to develop Agency goals for improving the performance of the Agency.	8. Agency Heads can describe how the evaluation of their investment in employees is used to develop Agency goals for improving the performance of the Agency.
		9. Agency Heads can describe the impact of Learning and Development for employees on achieving performance targets.	9. Agency Heads can describe the impact of their investments in employees on achieving key performance indicators.	9. Agency Heads can describe the impact of their investments in employees on achieving key performance indicators.
		10. Agency Heads can describe feedback methods they use to understand managers' needs and expectations and highlight necessary improvements to the way they are managed and developed.	10. Agency Heads can describe feedback methods they use to understand managers' and supervisors' needs and expectations and highlight necessary improvements to the way they are managed and developed.	10. Agency Heads can describe feedback methods they use to understand employees' needs and expectations and highlight necessary improvements to the way they are managed and developed.
		11. Agency Heads can give examples of how the evaluation of Learning and Development budget for employees has resulted in improvements in the departments' and work units' goals for managing and developing employees.	11. Agency Heads can give examples of how the evaluation of their investment in employees has resulted in improvements in the Agency's goals for managing and developing employees.	11. Agency Heads can give examples of how the evaluation of their investment in employees has resulted in improvements in the Agency's strategy for managing and developing employees.
	12. Supervisors / managers can describe how they encourage sharing of knowledge and information throughout the Agency.	12. Supervisors / managers can describe how they encourage sharing of knowledge and information throughout the Agency.	12. Supervisors / managers can describe how they encourage sharing of knowledge and information throughout the Agency.	12. Supervisors / managers can describe how they encourage sharing of knowledge and information throughout the Agency.
		13. Supervisors / Managers can explain team Learning and Development needs, the activities planned to meet them, how these are linked to achieving specific team objectives, and how the impact will be evaluated.	13. Supervisors / Managers can explain team Learning and Development needs, the activities planned to meet them, how these are linked to achieving specific team objectives, and how the impact will be evaluated.	13. Supervisor / Managers can explain team Learning and Development needs, the activities planned to meet them, how these are linked to achieving specific team objectives, and how the impact will be evaluated.
		14. Supervisors/ managers can describe how they involve subordinate employees in identifying the Learning and Development needs of their team and the activities planned to meet them.	14. Supervisors/ managers can describe how they involve subordinate employees in identifying the Learning and Development needs of their team and the activities planned to meet them.	14. Supervisors/ managers can describe how they involve subordinate employees in identifying the Learning and Development needs of their team and the activities planned to meet them.

HRD (Learning and Development) Performance Indicators
A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices		15. Supervisors / managers can give examples of how Learning and Development has improved the performance of their respective teams.	15. Supervisors / managers can give examples of how Learning and Development has improved the performance of their team and the Agency.	15. Supervisors / managers can give examples of how Learning and Development has improved the performance of their team and the Agency.
	16. Supervisors / managers can explain the development needs of employees and describe how they can ensure everyone has equitable access to appropriate Learning and Development opportunities.	16. Supervisors / managers can explain the development needs of employees and describe how they can ensure everyone has equitable access to appropriate Learning and Development opportunities.	16. Supervisors/managers can explain the development needs of employees and describe how they can ensure everyone has equitable access to appropriate Learning and Development opportunities.	16. Supervisors/managers can explain the development needs of employees and describe how they can ensure everyone has equitable access to appropriate Learning and Development opportunities.
			17. Supervisors/managers can describe how they promote a sense of ownership and responsibility by encouraging employees to be involved in decision-making, both individually and through representative groups, where they operate.	17. Supervisors / managers can describe how they promote a sense of ownership and responsibility by encouraging employees to be involved in decision-making, both individually and through representative groups, where they operate.
	18. Supervisors / managers can describe how they ensure employees are given the opportunities to use their talents within the organization.	18. Supervisors / managers can describe how they ensure employees are given the opportunities to use their talents within the organization.	18. Supervisors/managers can describe how they ensure employees are given the opportunities to optimize their talents within the organization.	18. Supervisors/managers can describe how they ensure employees are given the opportunities to optimize their talents within the organization.
			19. Employees can confirm that they have access to knowledge and information and receive the support they need in decision-making and performance improvement.	19. Employees can confirm that they have access to knowledge and information and receive the support they need in decision-making and performance improvement.
			20. Employees can explain what their Learning and Development activities should achieve for them, their team, and the Agency.	20. Employees can explain what their Learning and Development activities should achieve for them, their team, and the Agency.
			21. Employees can describe how they are involved in Learning and Development needs analysis and the activities planned to meet them.	21. Employees can describe how they are involved in Learning and Development needs analysis and the activities planned to meet them.

HRD (Learning and Development) Performance Indicators
A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices			22. Employees can describe how their Learning and Development needs have been met, what they have learned, and how they have applied this in their respective jobs.	22. Employees can describe how their Learning and Development needs have been met, what they have learned, and how they have applied this in their respective jobs.
			23. Employees can give examples of how Learning and Development has improved their performance, the performance of their team, and that of the Agency.	23. Employees can give examples of how Learning and Development has improved their performance, the performance of their team, and that of the Agency.
			24. Employees can describe the opportunities available to optimize their talents within the organization.	24. Employees can describe the opportunities available to optimize their talents within the organization.
			25. Employees can describe how supervisors / managers show their commitment to ensure everyone has equitable access to appropriate Learning and Development opportunities.	25. Employees can describe how supervisors / managers show their commitment to ensure everyone has equitable access to appropriate Learning and Development opportunities.
			26. Employees can describe how they are encouraged to be involved in decision-making that affects individual / team / Agency performance at a level that is appropriate to their respective roles.	26. Employees can describe how they are encouraged to be involved in decision-making that affects individual / team / Agency performance at a level that is appropriate to their respective roles.
			27. Employees can describe how they are encouraged to take ownership of and responsibility for decisions that affect the performance of individuals, teams, and Agency at a level that is appropriate to their respective roles.	27. Employees can describe how they are encouraged to take ownership of and responsibility for decisions that affect the performance of individuals, teams, and Agency at a level that is appropriate to their respective roles.

HRD (Learning and Development) Performance Indicators
A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices				<p><u>Leadership Development</u></p> <p>28. Agency Heads can describe the knowledge, skills and behaviors that supervisors / managers need to lead, manage, and develop employees effectively, and the plans they have in place to make sure supervisors / managers have these capabilities.</p>
				<p>29. Agency Heads can describe how they define the current and future capabilities that supervisor / managers need in line with the Agency purpose, vision and values, and strategic direction.</p>
				<p>30. Agency Heads can describe how they create an environment where everyone is encouraged to develop leadership capabilities.</p>
				<p>31. Agency Heads can describe how they ensure managers are regularly reviewed against the required capabilities and are able to receive constructive feedback on their performance.</p>
				<p>32. Agency Heads can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style.</p>
				<p>33. Agency Heads can describe how they have made performance coaching part of the Agency's culture.</p>
				<p>34. Supervisors / Managers can describe how they are involved in defining the current and future capabilities that supervisors / managers need.</p>

HRD (Learning and Development) Performance Indicators
A strategy for development and learning vis-à-vis Agency objectives

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices				35. Supervisors / Managers can describe the knowledge, skills, and behaviors they need to lead, manage, and develop employees effectively.
				36. Supervisors / Managers can confirm that they are regularly reviewed against the required capabilities and are able to receive constructive feedback on their performance.
				37. Employees can give examples of how they have been encouraged to develop their leadership capabilities.
				38. Employees can describe what their supervisors / managers should be doing to lead, manage, and develop them effectively.

HRD (Learning and Development) Proficiency Indicators

A strategy for development and learning vis-à-vis Agency objectives

Levels		Basic	Intermediate	Advanced	Superior
HRMO Competencies	Core Description	<ul style="list-style-type: none"> Basic skills/knowledge Basic understanding Requiring assistance to apply technical skills and displaying limited knowledge of technologies 	<ul style="list-style-type: none"> Intermediate skill Working knowledge Applying limited technical skills and demonstrating limited knowledge of emerging technologies 	<ul style="list-style-type: none"> Advanced skill Extensive experience Consistently applying technical skills and adapting to emerging technologies 	<ul style="list-style-type: none"> Expert level Subject matter breadth / depth Consistently applying and synthesizing technical skills in authentic situations, and extending skills to emerging technologies and problems
	Key behaviours	Applies Learning and Development Program on an ad hoc basis (per invitation basis)	Applies Agency-specific Learning and Development policy adapted to and aligned with CSC policy and other government Learning and Development institutions policies	Formulates policy guidelines for the institutionalization of Learning and Development programs that support the Agency vision, mission, goals, and core values, and are linked to Strategic Performance Management System (SPMS)	Establishes direction in the implementation of Learning and Development programs by approving policy guidelines for the institutionalization of Learning and Development programs
		Applies national policies on Gender and Development in human resource development of government organizations	Applies national policies on Gender and Development in human resource development of government organizations	Applies national policies on Gender and Development in human resource development of government organizations	Applies national policies on Gender and Development in human resource development of government organizations
		Performs administrative assistance to ad hoc group that reviews Learning and Development programs and participants	Performs activities that provide technical support to the Personnel Development Committee (PDC) - Identifies and analyzes learning and development needs	Partners with the Personnel Development Committee (PDC) in implementing the Learning and Development Program of the Agency	Manages and guides the Personnel Development Committee (PDC) in making decisions on Learning and Development interventions - Approves appropriate learning and development activities for various levels of position
		Monitors budget utilization and attendance (at least one program per employee per year)	Evaluates budget utilization and attendance consistent with the approved Qualifications Standards based on general needs analysis and IDP for Senior / Managerial positions.	Evaluates budget utilization and attendance based on learning and development plan and IDP of Supervisory and higher positions.	Evaluates budget utilization and attendance based on learning and development plan and IDP for all positions.
		Prepares learning and development lists on an ad hoc basis	Develops learning and development plans to address performance gaps, behavioural modification, and technical and basic supervisory training	Develops learning and development plans that covers general orientation, functional and technical skills, and Leadership Development and is aligned with Agency goals and linked to the Performance Management System (PMS)	Designs performance improvement interventions on Workplace Development and Performance aligned with Agency strategic requirements for core positions

HRD (Learning and Development) Proficiency Indicators

A strategy for development and learning vis-à-vis Agency objectives

Levels		Basic	Intermediate	Advanced	Superior
HRMO Competencies	Key behaviours	Maintains a database of participants, and learning and development programs attended	Maintain a database of learning and development activities per employee: annual learning and development program / interventions	Maintains a database of learning and development activities: competency profile per employee, learning and development reports	Maintains a comprehensive database of competency based learning and development activities, historical learning and development plan programs / interventions, employee IDP, learning and development analytics
		Informs immediate superior or employee of available Learning and Development on an ad hoc and need basis.	Disseminates the Learning and Development calendar	Communicates, explains and disseminates the learning and development calendar	Communicates, explains and disseminates the learning and development calendar
		Enrols identified employees to available public workshops	Facilitates Learning and Development programs using traditional approaches.	Facilitates combination of classroom and non-classroom approaches	Leads sharing of expertise through innovative learning methods.
		Performs administrative support to external learning and development providers on the conduct of in-house L&D activities	Liases and discusses with external learning and development providers on the conduct of L&D activities	Collaborates with learning and development institutions on the design and line managers on the conduct of L&D activities	Collaborates and co-develops with learning and development institutions on the design and conduct of L&D activities.
		Performs qualitative analysis reports on learning and development programs attended.	Performs qualitative cost benefit analysis on learning and development programs conducted.	Performs qualitative and quantitative cost benefit analysis on L&D programs conducted.	Performs ROI analysis and impact evaluation of Learning and Development programs conducted.
		Facilitates basic orientation for new hires	Facilitates structured induction program for new hires	Establishes and facilitates on-boarding program that is focused on the Agency	Establishes and facilitates on-boarding program that includes strategic partners in its focus.
	Products	Reports	Reports	Reports	Reports
		Memoranda	Memoranda	Memoranda	Memoranda
		Letters	Letters	Letters	Letters
		List of L&D activities	Information materials	Information materials	Information materials
			Simple database of L&D activities	Simple electronic database of L&D activities	Online database of L&D activities
				Policy Recommendation and Guidelines	Approved Policy Recommendation and Guildelines / Office Orders

Performance Management System (PMS) Indicators

A strategy for managing and measuring employee improvement in the Agency

Policy (Documented Guidelines)	<p>Performance management defines the relationship that should exist between Agency employees and their supervisors. It is an interactive process where upper management communicates the Agency's strategic vision and objectives to every manager, supervisor, and employee who then develop program, division, and individual goals designed to achieve the Agency's strategic objectives. The Agency's strategic objectives should cascade down to the employees in such a way that there is a clear path that connects the individual goals to the Agency plan. To be effective, employees must understand how their work contributes to the success of the organization.</p> <p>Agency management must send a clear and unequivocal message to all employees that performance matters. Each employee at every level of the organization must be held accountable for their participation in this process. The obligation of the management is to provide sufficient resources for the development of capacities of all supervisors and managers in the essential components of employee level performance management. This includes training and support for, among others, addressing relational and organizational barriers, which may include gender norms, to optimal job performance of women-and men-employees as well as promoting work-personal / family life integration. The performance cycle has four elements: performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance reward and development planning. Successful implementation of performance management will enable agencies to create and sustain a performance-based high achieving culture.</p>			
Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	<p>An ad hoc group reviews performance targets and accomplishments.</p>	<p>Performance Management Team (PMT) is established and fully functional.</p>	<p>Performance Management Team (PMT) is established and fully functional, with HR as partner of Management in driving the performance management process.</p>	<p>HR leads in driving the performance management process. HR partners with Management in making decisions related to talent retention, promotion, and development.</p>
	<p>Target setting is focused on job function.</p>	<p>Target setting is consistently done for all employees based on job function and team performance commitments.</p>	<p>Target setting is through individual Key Performance Indicators (KPIs), which are interrelated and supportive of division / unit goals.</p> <p><i>Core competencies for all employees are considered.</i></p>	<p>Target setting is through individual Key Performance Indicators (KPIs), which are supportive of strategic Agency goals.</p> <p><i>Core competencies for all employees are established.</i></p> <p><i>Leadership, organizational and functional competency development goals for senior managers and supervisors are present</i></p>
	<p>Feedback is provided as need arises.</p>	<p>Regular and scheduled feedback sessions, including mid-year review and year-end evaluation, are documented.</p>	<p>Regular and scheduled coaching sessions, including mid-year review and year-end evaluation, are documented.</p>	<p>Continual coaching for results and mentoring sessions are documented.</p>
	<p>Performance review and rating is only done by the immediate supervisor</p>	<p>Performance review and rating is only done by the immediate supervisor</p>	<p>Self-rating by employee is done on year-end performance review with competencies and development needs identified. Performance Improvement Plan based on competencies is set up as needed.</p>	<p>Self-rating by employee is done on year-end performance review with competencies and development needs identified. Performance Improvement Plan based on competencies is set up as needed.</p>

Performance Management System (PMS) Indicators

A strategy for managing and measuring employee improvement in the Agency

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	Performance discussion focuses only on the delivery of individual goals.	Performance discussion focuses on the delivery of individual and team goals. Establishment of Individual Development Plans (IDP) (Developmental Needs) for executive / managerial positions is done.	Performance discussion is done on delivery of individual and team goals and competencies and how these support organizational goals. Establishment of Individual Development Plans (IDP) (Developmental Needs) for executive / managerial and supervisory positions is done.	Performance discussion is done on delivery of individual and team goals and competencies, and how these support organizational goals. Establishment of Individual Development Plans for all levels is done.
	Calibration of performance ratings is optional.	Calibration of the application of performance standards to the value of performance ratings is done consistently within the office or department.	Calibration of the application of performance standards to the value of performance ratings is done consistently within the functional group or section.	Calibration of the application of performance standards to the value of performance ratings is done consistently throughout the Agency.
	Hard copy of Performance Commitment and Evaluation Forms is in use.	Hard copy of Performance Commitment and Evaluation Forms as well as Performance Monitoring form is in use.	Electronic copy of Performance Commitment, Evaluation and Development Plan Forms is in use.	Electronic copy of interactive Performance Commitment, Evaluation and Development Plan Forms is in use.
	Simple record keeping of performance rating of all employees is maintained.	Simple information system tracks accomplishment of targets to support monitoring and evaluation.	Existence of an information system support monitoring and evaluation of data generated from electronic Performance Management System (PMS), capturing employee input and documentation of accomplishment on-line.	Link of HRIS supports monitoring and evaluation of data generated from electronic Performance Management System (PMS) to facilitate and help in decision-making.
System Review Mechanism	Performance Review Summary of Ratings supported by signed individual Commitment and Performance forms.	Performance Review Summary of Ratings supported by signed Office and Individual Commitment and Performance Review forms	Performance Review Summary of Ratings supported by signed Office and Individual Commitment and Performance Review forms. Analysis of Summary of Ratings and tracking of development plans for identified potential employees	Performance Review Summary of Ratings supported by signed Office and Individual Commitment and Performance Review forms. Analysis of Summary of Ratings and tracking of development plans for identified potential employees outcome assessment
		Individual Development Plan for executive / managerial positions	Individual Development Plan for supervisory and executive / managerial positions	Individual Development Plan for every employee
		Calibration of Performance review results	Calibration of Performance review results	Calibration of Performance review results

Performance Management System (PMS) Indicators

A strategy for managing and measuring employee improvement in the Agency

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices				1. Agency Heads can explain and make sure that the Agency has a clear mandate, vision, and mission supported by strategic goals for improving its performance.
				2. Agency Heads can explain and make sure that the Agency has a overall plan with measurable performance objectives.
			3. Agency Heads can explain and make sure it has constructive relationship with representative groups who are consulted when developing the Agency's overall plan.	3. Agency Heads can explain and make sure it has constructive relationship with representative groups who are consulted when developing the Agency's overall plan.
			4. Agency Heads can explain and make sure that the Agency has key performance indicators to improve its performance as well as its employees' performance.	4. Agency Heads can explain and make sure that the Agency has key performance indicators to improve its performance as well as its employees' performance.
			5. Agency Heads can describe plans they have in place to create an environment where everyone is encouraged to contribute ideas to improve his/her own performance and of other employees'.	5. Agency Heads can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve his/her own performance and of other employees'.
				6. Supervisors / managers can describe how they involve employees when developing the Agency's overall plan the agreeing on team and individual objectives.
		7. Supervisors / managers can give examples of how they give employees constructive feedback on their performance on a regular and appropriate manner.	7. Supervisors / managers can give examples of how they give employees constructive feedback on their performance on a regular and appropriate manner.	7. Supervisors / managers can give examples of how they give employees constructive feedback on their performance on a regular and appropriate manner.

Performance Management System (PMS) Indicators

A strategy for managing and measuring employee improvement in the Agency

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices		8. Supervisors / managers can give examples of improvements on individual performance and that of the team.	8. Supervisors / managers can give examples of improvements on individual performance and that of the team and Agency's performance, and how they manage change effectively.	8. Supervisors / managers can give examples of improvements on individual performance and that of the team and Agency's performance, and how they manage change effectively.
			9. Supervisors / managers can give examples of improvements they have introduced and how they have managed change effectively.	9. Supervisors / managers can give examples of improvements they have introduced and how they have managed change effectively.
	10. Supervisors / managers can describe their own job as well as their subordinates targets.	10. Supervisors / managers can describe the key performance indicators they use to improve the performance of their department/unit as well as their individual	10. Supervisors / managers can describe the key performance indicators they use to improve the performance of the Agency and that of their subordinates.	10. Supervisors / managers can describe the key performance indicators they use to improve the performance of the Agency and that of their subordinates.
			11. Employees who are members of representative groups can confirm that Agency Heads promote constructive relationships with the groups and consultations are undertaken when developing the Agency's overall plan.	11. Employees who are members of representative group can confirm that Agency Head promote constructive relationship with the groups and consultations are undertaken when developing the Agency's overall plan.
				12. Employees can explain the objectives of their respective teams and the organization at a level that is appropriate to their role, and can describe how they are expected to contribute to developing and achieving them.
		13. Employees can give examples of their new performance improvements	13. Employees can give examples of improvements that have been introduced and how change is managed effectively.	13. Employees can give examples of improvements that have been introduced and how change is managed effectively.
		14. Employees can give examples of improvements in the performance of their team.	14. Employees can give examples of improvements in the performance of the team and how change is managed effectively.	14. Employees can give examples of improvements in the performance of the team and how change is managed effectively.

Performance Management System (PMS) Indicators

A strategy for managing and measuring employee improvement in the Agency

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices	15. Employees can describe the key performance targets.	15. Employees can describe the key performance indicators used by the Agency to improve its performance as well as their individual performance.	15. Employees can describe the key performance indicators used by the Agency to improve its performance as well as their individual performance.	15. Employees can describe the key performance indicators used by the Agency to improve its performance as well as their individual performance.
		16. Employees can give examples of how they receive feedback on their performance on a regular and appropriate manner.	16. Employees can give examples of how they receive constructive feedback on their performance on a regular and appropriate manner.	16. Employees can give examples of how they receive constructive feedback on their performance on a regular and appropriate manner.

Performance Management System (PMS) Proficiency Indicators					
A strategy for managing and measuring employee improvement in the Agency					
Levels	Basic	Intermediate	Advanced	Superior	
HRMO Competencies	Core Description	<ul style="list-style-type: none"> Basic skills/knowledge Basic understanding Requiring assistance to apply technical skills and displaying limited knowledge of technologies 	<ul style="list-style-type: none"> Intermediate skill Working knowledge Applying limited technical skills and demonstrating limited knowledge of emerging technologies 	<ul style="list-style-type: none"> Advanced skill Extensive experience Consistently applying technical skills and adapting to emerging technologies 	<ul style="list-style-type: none"> Expert level Subject matter breadth / depth Consistently applying and synthesizing technical skills in authentic situations, and extending skills to emerging technologies and problems
	Key behaviours	Implements Performance Management System (PMS)	Formulates Agency specific implementing instructions based on CSC Strategic Performance Management System (SPMS)	<p>Formulates policy guidelines for the institutionalization of the Strategic Performance Management System</p> <p>Institutionalizes the Strategic Performance Management System</p> <p>-Recommends committee members;</p> <p>-Reviews and recommends action on performance related issue</p> <p>-Reviews alignment of Agency goals with units/ individual goals.</p>	<p>Sets direction in the implementation of policies, systems, and procedures</p> <p>Reviews alignment of Agency goals with partner cluster agency goals, translated into more refined goals and expectations and cascaded at the unit and individual levels</p> <p>Leads the development of functional and leadership competencies aligned with Agency strategies</p>
		Applies national policies on Gender and Development (GAD) in performance management systems of government organizations	Applies national policies on Gender and Development (GAD) in performance management systems of government organizations	Applies national policies on Gender and Development (GAD) in performance management systems of government organizations	Applies national policies on Gender and Development (GAD) in performance management systems of government organizations
		Orients employees on features of existing Performance Management System	Orients all officials and employees on customized provisions	<p>Orients all official and employees on Key Performance Indicators (KPIs) supportive of division / unit goals</p> <p>-Assessment of core competencies</p> <p>-New features in developing performance targets focused on job function / team performance goals and core competencies</p>	Orients all officials and employees on Key Performance Indicators supportive of strategic Agency goals
		Explains how to accomplish the Performance Appraisal Form to all employees	Explains how to accomplish the Individual Development Plan (IDP) to senior and managerial employees	Explains how to accomplish Individual Development Plans (IDP) to supervisors, and Performance Improvement Plan (PIP) to managers	Explains how to accomplish Individual Development Plans (IDP) and Performance Improvement Plan (PIP) to all employees

Performance Management System (PMS) Proficiency Indicators					
A strategy for managing and measuring employee improvement in the Agency					
Levels	Basic	Intermediate	Advanced	Superior	
HRMO Competencies	Key behaviours	Discusses with senior managers and supervisors the alignment of individual goals with job function	Discusses with senior managers and supervisors the alignment of individual goals with job function and team performance commitment	Discusses with senior managers and supervisors the alignment of Key Performance Indicators with the core, functional, and organizational competency goals	Discusses with senior managers and supervisors the alignment of Key Performance Indicators with the core, functional and strategic organizational competency goals
		Reviews alignment of individual goals with job function	Reviews alignment of individual goals with job function and team performance commitment.	Reviews alignment of individual with Key Performance Indicators (KPI) with Agency goals	Reviews alignment of individual with Key Performance Indicators (KPI) with Agency goals
		Tracks compliance in preparing Performance Appraisal Form and conduct of performance discussion	Tracks compliance in preparing Performance Appraisal Form and Individual Development Plans and conduct of performance discussion	Tracks compliance in preparing Performance Appraisal Form, Individual Development Plans and Performance Improvement Plan and conduct of performance discussion	Tracks compliance in preparing Performance Appraisal Form, Individual Development Plans and Performance Improvement Plan and conduct of performance discussion
		Prepares summary report of year-end appraisal results.	Provides Technical support in calibration and deliberation meetings of the Performance Management Team (PMT)	Participates in calibration and deliberation meetings of the Performance Management Team (PMT)	Leads the calibration and deliberation meetings of the Performance Management Team (PMT)
	Products	Monitors submission of Performance Appraisal Form	Monitors submission and prepares summary reports based on recommendations of Performance Management Team	Monitors submission and uses Performance Management System results as basis for Rewards and Recognition and step increment and as an input to Learning and Development and Promotion	Monitors submission and uses Performance Management System results as basis for Rewards and Recognition (PRAISE or its equivalent) and step increment; and as input for Learning and Development, Talent Management and Strategic Planning
		Reports such as but not limited to: - Records of compliance - Summary of performance ratings	Reports such as but not limited to: - Records of compliance - Results of calibrated performance ratings	Reports such as but not limited to: Analysis of performance results linked to other HR systems	Reports such as but not limited to: Analysis of performance results linked to other HR systems
		Memoranda Letters	Memoranda Letters Cascade Materials	Development Plan for Identified high-potential employees	Outcome Assessment report Memoranda Letters
			Individual Development Plan (IDP) (Senior and managerial positions)	Individual Development Plan (IDP) for supervisors Performance Improvement Plan (PIP) as applicable	Approved Policy Recommendation and Guidelines/Memorandum Circular Individual Development Plan (IDP) for all Performance Improvement Plan (PIP) as applicable

Rewards and Recognition Performance Indicators

Retaining and valuing contributions of people in the Agency

Policy (Documented Guidelines)	The Rewards and Recognition policy encourages the recognition of excellent performance and achievement among women and men-employees with the end goal of assisting the Agency in pursuing its strategic goals and objectives, through the use of creative, flexible, and meaningful rewards. When administered and communicated effectively, these support the other HR systems. On the strategic level, HR takes the lead in taking into consideration global practices and supporting the Agency strategy.			
Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	An ad hoc committee is established to oversee rewards and recognition.	A fully functional Rewards and Recognition Committee is established.	Rewards and Recognition Committee links up with Performance Management Team in identifying potential grantees / awardees, with HR driving the process.	Rewards and Recognition Committee engages employees and considers global practices and emerging trends in the development of programs that support the Agency strategy.
	Budget for rewards and incentives is limited.	Budget for rewards and incentives is customized.	Budget for rewards and incentives is customized.	Budget for rewards and incentives is based on savings generated from suggestions, innovations, and other cost-efficiency measures.
	Recognition is given in the form of monetary / in-kind or non-monetary reward.	Recognition is given in the form of monetary / in-kind or non-monetary reward.	Recognition is given in the form of monetary / in-kind or non-monetary reward.	Recognition is given in the form of monetary / in-kind reward or program geared toward enhancing work-life balance and employee engagement.
	Types of Programs <ul style="list-style-type: none"> • Employee Suggestion program: Integrity, efficiency and productivity • Performance Contest: Top individual / Team performer • Desired Behavior Award: Anchored on Agency core values • Service Awards 	Types of Programs <ul style="list-style-type: none"> • Employee Suggestion: Cost efficiency programs • Performance Contest: Division achievement based on service level improvement of divisions • Desired Behavior Award: Productive behavior or individuals / teams • Performance Award: 	Types of Programs <ul style="list-style-type: none"> • Employee Suggestion: Creative and innovative ways at work • Performance Contest: Office achievement linked to the Agency's core competencies and PMS • Desired Behavior Award: Innovative, creative behavior of individuals / teams • Engagement Award: pride in the employer affiliation) 	Types of Programs <ul style="list-style-type: none"> • Employee Suggestion: ideas and innovations that positively affect public interest • Performance Contest: Agency achievement based on sustained effort • Desired Behavior Award: Going the extra mile • Engagement award: Work-life balance

Rewards and Recognition Performance Indicators

Retaining and valuing contributions of people in the Agency

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
System Features	<p>Simple information system is used to maintain:</p> <ul style="list-style-type: none"> Type of awards Profile of awardees 	<p>Simple information system is used to maintain:</p> <ul style="list-style-type: none"> Demographics and profile of awardees Database of recognition system 	<p>Electronic Rewards and Recognition module is used to maintain:</p> <ul style="list-style-type: none"> Demographics and profile of awardees Database of recognition system 	<p>Link to Human Resources Information System (HRIS) maintains:</p> <ul style="list-style-type: none"> Individual historical awards data Demographics and profile of awardees Database of recognition system
System Review Mechanism	Budget utilization	Budget utilization	Budget utilization	Utilization of approved budget from savings generated from HRD funds
	Impact on tardiness and absenteeism	Impact on tardiness and absenteeism	Impact on tardiness and absenteeism	Impact on retention (career development and succession, Gen Y and Millennial Generation)
		Impact on performance, productivity, and service excellence	Impact on performance, productivity, and service excellence	Impact on performance, productivity, and service excellence
		Internal customer feedback	Internal and external customer feedback	Internal and external customer feedback
				Improvement in Agency scorecard
				Involvement of customers and stakeholders in selection and recognition of awardees

Rewards and Recognition Performance Indicators
Retaining and valuing contributions of people in the Agency

Levels	1 TRANSACTIONAL HRM	2 PROCESS-DEFINED HRM	3 INTEGRATED HRM	4 STRATEGIC HRM
Good Practices			1. Agency Heads can explain and make sure the Agency has a clear and fair recognition and rewards plan used to motivate employees to improve their performance.	1. Agency Heads can explain and make sure the Agency has a clear and fair recognition and rewards strategy used to motivate employees to improve their performance.
	2. Supervisors / managers can give examples of how they recognize and value employees' individual contribution/s to the Agency.	2. Supervisors / managers can give examples of how they recognize and value employees' individual contribution/s to the Agency.	2. Supervisors / managers can give examples of how they recognize and value employees' individual contribution/s to the Agency.	2. Supervisors / managers can give examples of how they recognize and value employees' individual contribution/s to the Agency.
		2. Supervisors / managers can explain what motivates their subordinates and how they take this into account when giving rewards and recognition.	2. Supervisors / managers can explain what motivates their subordinates and how they take this into account when giving rewards and recognition.	2. Supervisors / managers can explain what motivates their subordinates and how they take this into account when giving rewards and recognition.
		4. Supervisors / managers can describe how they reward and celebrate individual and team successes and achievements.	4. Supervisors / managers can describe how they reward and celebrate individual and team successes and achievements.	4. Supervisors / managers can describe how they reward and celebrate individual and team successes and achievements.
	5. Employees can describe how they can contribute to the Agency and make a positive difference to its performance.	5. Employees can describe how they can contribute to the Agency and make a positive difference to its performance.	5. Employees can describe how they can contribute to the Agency and make a positive difference to its performance.	5. Employees can describe how they can contribute to the Agency and make a positive difference to its performance.
			6. Employees can describe how their contribution to the Agency is recognized and valued.	6. Employees can describe how their contribution to the Agency is recognized and valued.
				7. Employees can describe the Agency's rewards and recognition strategy and what they need to do to be valued, recognized, and rewarded.
				8. Employees can explain the features of the Agency's recognition and reward strategy, and give examples.

Rewards and Recognition Proficiency Indicators

Retaining and valuing contributions of people in the Agency

Levels		Basic	Intermediate	Advanced	Superior
HRMO Competencies	Core Description	<ul style="list-style-type: none"> Basic skills/knowledge Basic understanding Requiring assistance to apply technical skills and displaying limited knowledge of technologies 	<ul style="list-style-type: none"> Intermediate skill Working knowledge Applying limited technical skills and demonstrating limited knowledge of emerging technologies 	<ul style="list-style-type: none"> Advanced skill Extensive experience Consistently applying technical skills and adapting to emerging technologies 	<ul style="list-style-type: none"> Expert level Subject matter breadth / depth Consistently applying and synthesizing technical skills in authentic situations, and extending skills to emerging technologies and problems
	Key Behaviours	Applies the Rewards and Recognition guidelines based on prescribed laws, rules, and regulations, including national Gender and Development (GAD) policies	Develops, customizes, and implements Rewards and Recognition guidelines based on agency-suited requirements and in consonance with national Gender and Development (GAD) policies	Develops, customizes, and implements Rewards and Recognition guidelines that support the Agency's goals in consonance with national Gender and Development (GAD) policies. Relates linkage of Rewards and Recognition system to other HR Systems.	Applies Rewards and Recognition policies on Gender and Development (GAD) geared toward continual improvement and deeper engagement of women and men employees. Establishes directions aligned with global practices in the implementation of approved systems and programs on Rewards and Recognition.
	Performs secretariat function to the ad hoc committee of the Agency	Performs activities that provide technical support to the Rewards and Recognition Committee Helps determine the kinds of monetary and non-monetary rewards	Drives the process in the research and studies of global practices and emerging trends in Rewards and Recognition. Collaborates with Performance Management Team in identifying grantees / awardees	Manages the process of engaging employees in the formulation, enhancement, and sustainability of Rewards and Recognition programs	
	Compares Agency programs vis-à-vis best practices on Rewards and Recognitions of other public sector organizations on a need basis.	Compares Agency programs vis-à-vis best practices on Rewards and Recognitions of other public sector organizations on a need basis.	Evaluates Agency program vis-à-vis best practices on Rewards and Recognition of other organizations from the public and private sectors.	Evaluates Agency programs vis-à-vis best practices on Rewards and Recognition of other organizations from the public and private sectors, including global practices	
	Discusses Rewards and Recognition program with all officials and employees; and consults the Agency Gender and Development (GAD) Focal point on how to make the program gender responsive.	Explains customized policies and provisions on Rewards and Recognition programs to all officials and employees; and consults the Agency Gender and Development (GAD) Focal Point on how to make the program gender responsive.	Explains customized policies and provisions on Rewards and Recognition programs to all officials and employees; and consults the Agency Gender and Development (GAD) Focal Point on how to make the program gender responsive.	Explains customized policies and provisions on Rewards and Recognition programs to all officials and employees; and consults the Agency Gender and Development (GAD) Focal Point on how to make the program gender responsive.	

Rewards and Recognition Proficiency Indicators

Retaining and valuing contributions of people in the Agency

Levels		Basic	Intermediate	Advanced	Superior
HRMO Competencies	Products	Memoranda and Letters	Memoranda and Letters	Memoranda and Letters	Memoranda and Letters
		Records and reports, such as but not limited to; <ul style="list-style-type: none"> - Sex-disaggregated records of awardees - Listing of Rewards and Recognition programs - Basic Metric eg. Impact on Tardiness and Absenteeism 	Records and reports, such as but not limited to; <ul style="list-style-type: none"> - Demographics and profile of awardees - Database of recognition systems - Impact on retention rate - Impact on performance activity and service excellence - Internal customer feedback Proposals / Studies or position papers Customised policy	Records and reports, such as but not limited to; <ul style="list-style-type: none"> - Demographics and profile of awardees - Database of recognition systems - Impact and reason on retention rate - Impact on performance activity and service excellence - Internal and external customer feedback Proposals / Studies or position papers Customised policy	Records and reports, such as but not limited to; <ul style="list-style-type: none"> - Impact on retention on career development - Impact of programs on Agency scorecard - Involvement of Customers an Stakeholders in selection and reconition programs Proposals / Studies or position papers Customised policy

GLOSSARY OF TERMS

Agency – This refers to the government office or institution.

Agency Head – This refers to Department Secretaries, Bureau/Attached Agency Directors, Local Chief Executives, State Universities and Colleges (SUCs) Presidents and the like.

Accredited Agency (Level II) – This is the accreditation status of agencies whose core HR Systems, Practices and HRMO Competencies are confirmed by the Commission to be at the Maturity Level 2.

Agency Capability Evaluation Card - reflect the agency's status relative to appointments issued and acted upon during the year, status of HR mechanisms, competency and qualifications of HRMO with the intervention provided (if any) and other pertinent concerns that need to be addressed. This evaluation card shall be updated monthly by the CSCFOs as part of their monitoring function.

Blended Learning – This refers to using combination of various learning approaches to produce optimal learning outcomes; examples include combining technology based materials (online, email, chat, message board, etc) with traditional print materials; group and individual study; structured pace learning and self-paced learning; combination of face to face interaction with online interaction.

Blended Workforce – A workforce comprised of permanent, temporary employees, coterminous, casuals, contractual, job order, and contract of service employees.

Best Practices - defined in a variety of ways, but typically refers to the practices of an organization that enable them to achieve superior organizational performance results.

Balanced Scorecard - a popular strategic management concept developed in the early 1990s by Drs. Robert Kaplan and David Norton. The balanced scorecard is a management and measurement system that enables organizations to clarify their vision and strategy and translate them into action. The goal of the balanced scorecard is to tie business performance to organizational strategy by measuring results in four areas: financial performance, customer knowledge, internal business processes, and learning and growth.

Calibration - Calibration meetings are HR-facilitated discussions amongst the leadership team to create alignment on the appraisal scores for accuracy and consistency. This process allows the management team to consider how employees have performed against goals, assess any outstanding circumstances that affected employees' performance, and make appropriate adjustments to final scores based on this analysis.

Center for HR Excellence - Award conferred by the Commission on Agencies with best HR practices based on the established Maturity Level 4 on Systems, Practices and HRMO Competencies for any of the following Core HRM areas: Recruitment, Selection and Placement, Performance Management, HRD (Learning and Development) and Rewards and Recognition

Coaching - A one-to-one development process and a relationship between an individual and a coach, with specific objectives and goals focused on the coach providing advice and guidance intended to help the individual develop skills, improve performance and enhance the quality of his or her career.

Collaborative Selection - Process where two or more people work together to discuss and evaluate competencies of shortlisted candidates with the objective of selecting the appropriate candidate for a given position.

Competence - The ability of an individual to perform a job efficiently and effectively.

Competencies – The measurable or observable Knowledge, Skills/Abilities, and Behaviors critical to successful job performance.

Competency-based Pay - A compensation system that recognizes employees for the depth, breadth and types of skills they obtain and apply in their work. Also known as skill-based and knowledge-based pay.

Constructive Dialogue - Constructive feedback used during the performance dialogue; aside from providing feedback on what needs to improve, the dialogue provides an opportunity for both the individual and superior to identify and agree on an action plan.

Corporate Culture - The beliefs, values and practices adopted by an organization that directly influence employee conduct and behavior.

Cost-benefit Analysis - A means of measuring the costs associated with a specific program, project, activity or benefit compared with the total benefit or value derived.

$$\text{CBA} = \frac{\text{Total benefits}}{\text{Program Cost}}$$

Counseling - Actions or interactions, which serve to provide direction, guidance or advice with respect to recommendations, decisions or courses of action.

Culture Fit - Determines whether the individual's and the organization's value systems are aligned; usually used for recruitment purposes through probing interviews, customized culture fit test, and other assessment exercises.

Creative Recognition – The acknowledgement of employee achievement through simple, low and no cost ideas /ways.

Deregulated Agency (Level III) – This is the accreditation status of agencies who have initiated innovations/enhancements and whose HR Systems, Practices and HRMO competencies are confirmed by the Commission to be at Maturity Level 3.

Employee Engagement - The extent to which employees enjoy and believe in what they do and feel valued for doing it. Engaged employees manifest enthusiasm, excitement, and willingness to do whatever they can to get the job done.

Employment Branding - Defines what the organization would most like to be associated with; highlights what differentiates it from other employers, and clarifies its value proposition (balancing the value that employers are expected to contribute with the value from employment that individuals can expect in return). The focus is talent attraction, engagement, and retention.

External Benchmarking - The process of comparing an organization's current policies and practices to that of other organization(s) with best practices to determine current and future trends in areas of employment and business practice (i.e., compensation, benefits, HR practices).

Feedback - Positive or negative information provided to an individual in the form of coaching or counseling regarding his or her performance or behavior.

Gainsharing Plan - A group incentive plan used to enhance productivity by sharing with a group a percentage of the gains the organization realizes from specific group efforts.

Gender and Development (GAD) - GAD focuses on the principle that development is for all. Everyone in society, female or male, has the right to equal opportunities to achieve a full and satisfying life. Women and men enjoy the same conditions for realizing their full human rights and potentials to contribute to development as well as benefit from the results

Gen Y or Millennial - Those with birth years beginning from the early 1980s to the early 2000s

HRMO – This term refers to the Human Resources Management Office made up of all the persons in the Agency responsible for the performance/ delivery of HR functions.

Human Resource Information System (HRIS) - A software or online computer database used to gather, store, maintain, evaluate, and retrieve relevant employee and HR-related information. It is intended to enhance the capacity of HR management to simplify workflow, the deployment, and collection of data, and to optimize precision and credibility of workforce data.

Human Resource Metrics - Measurements used to determine the value and effectiveness of HR strategies. Typically includes such items as cost per hire, turnover rates/costs, training and human capital ROI, labor /productivity rates and costs, benefit costs per employee, etc.

Human Resource Analytics – HR analytics is about correlating business data and people data, which can help establish important connections later on. The key aspect of HR analytics is to conclusively show the impact that the HR department has on the organization as a whole. It establishes a cause-and-effect relationship between what HR does and business outcomes - and then creating strategies based on that information.

Induction Program – is a process used to introduce and prepare newly hired employees into the organization. The induction program provides a preview of the organization they are to work with and in general to make them feel more comfortable with the premises and the people inside the organization. It is usually in the form of a presentation.

Integrated HRM – refers to Maturity Level 3

- use of process metrics for continuous improvement
- HR function supports agency business needs
- Data-driven decision making
- HR Management toolkit

Internship - A partnership between an organization and an educational institution, whereby students are hired by an employer for a specified period of time into a professional or technical position that correlates with their area of study in order to provide them with hands- on experience and prepare them for the workforce.

Job Analysis - The systematic process of gathering and examining and interpreting data regarding the specific tasks comprising a job.

Job Classification - A method of evaluation used for job comparisons, which groups jobs into a prearranged number of grades, each having a class description and a specified pay range.

Job Evaluation - Used for compensation planning purposes, it is the process of comparing a job with other jobs in an organization to determine an appropriate pay rate for the job.

Job Fair - A job fair is also referred commonly as a career fair or career expo. It is a fair or exposition for employers, recruiters, and schools to meet with prospective job seekers

Key Performance Indicator (KPI) - Key Performance Indicators are quantifiable, specific measures of an organization's performance in a certain area(s) of its business. . The purpose of KPI's is to provide the company with quantifiable measurements of things it has determined is important to the organizational or business long-term goals and critical success factors. Once uncovered and properly analyzed, KPI's can be used to understand and improve organizational performance and overall success. Also referred to as Key success indicators.

Maturity Levels - A set of structured levels that describe how well the behaviors, practices and processes of an organization can reliably and sustainably produce required outcomes.

Mentorship programs - These interventions refer to constructed development programs for identified employees and focuses on both short and long term professional/ personal goals. Most often a mentor is a person at least one level higher in the organization who is not within the mentoree's direct supervisory line of management.

Networking - The exchange of information or services among individuals, groups, or institutions; specifically the cultivation of productive relationships for employment or business

Non-Classroom Approach - Use of facilities and learning in a non-traditional way; delivery of learning outside the confines of classroom setting

Non-Monetary Rewards – An inexpensive way to boost employee morale and performance.

On Boarding - The process of acclimating and welcoming new employees into an organization and providing them with the tools, resources, and knowledge to become successful and productive. This is a broader, more long-term process than Orientation in helping new employees acclimate smoothly, so that they become an engaged part of the team.

On-line Recruitment (or E-Recruitment) - The practice of using technology and in particular Web based resources for tasks involved in finding, attracting, assessing, interviewing, and hiring new personnel. Its purpose is to make the process involved more efficient and effective and reach a larger pool of potential employees; it can also facilitate the selection process.

Orientation - This is a more formal program that follows induction and usually consists of familiarizing the employee with his work environment, the machines and equipment, and the job and tasks that the new employee is expected to perform.

Outsourcing - A contractual agreement between an employer and an external third-party provider whereby the employer transfers responsibility and management for certain HR, benefit or training-related functions or services to the external provider.

Performance Appraisal - A periodic review and evaluation of an individual's job performance

Performance Counseling - The process of improving employee performance and productivity by providing the employee with feedback regarding areas where he or she is doing well and areas that may require improvement.

Performance Improvement Plan - A plan implemented by a manager or supervisor that is designed to provide employees with constructive feedback, facilitate discussions between an employee and his or her supervisor regarding performance-related issues, and outline specific areas of performance requiring improvement.

Personality Test - A test instrument usually involving a standardized series of questions that are used to evaluate an individual's personality characteristics.

Policy - A written statement that reflects the employer's standards and objectives relating to various employee activities and employment-related matters.

Practices – One of the Assessment Lenses used by the Assessors to validate that excellent delivery of services on the core PRIME HRM systems and their corresponding Maturity Level are evidenced/ articulated in the whole agency.

PRIME HRM Assessment Team – The Civil Service Regional Office (CSCRO) constitutes the assessment team composed of a minimum of two assessors, one senior and one junior assessor from PSED. The assessment team may include Field Directors to augment the team when the agency to be assessed is a big department.

Process Defined HRM – refers to Maturity level 2

- Sets of defined documented standard operating processes (SOP) established, subject to some degree of improvement over time
- Goal-oriented decision making
- Some automated system but little integration of data

Potential - Latent qualities or abilities that may be developed and lead to future success

Qualitative - Deals with description. Data can be observed.

Quantitative - Deals with numbers. Data can be measured.

Regulated Agency (Level I) – This is the status of agencies whose core HR systems are assessed at Maturity Level 1 or below. These agencies shall be subjected to regular monitoring and assistance by the Commission.

Return on Investment (ROI) - A ratio of the benefit or level of service delivery derived from a specific training or intervention, compared with the cost of the investment itself.

$$\text{ROI} = \frac{\text{Total benefits} - \text{program cost}}{\text{Program Cost}} \times 100\%$$

Seal of HR Excellence – Highest Award conferred by the Commission on Agencies with best practices on All HR areas and has been certified and assessed under Maturity Level 4 on Systems, Practices and HRMO Competencies on the four Core HRM areas: Recruitment, Selection and Placement, Performance Management, HRD (Learning and Development) and Rewards and Recognition.

Self-rating - Typically, prior to the annual performance review meeting between the employee and the supervisor, the employee completes an evaluation form on his/her own performance to be used as a take off point for the performance review results. The self rated form stays with the employee and does not bear any weight nor form part of the final performance review results. The final evaluation and rating which will appear in the final annual performance form is based on the result of the performance discussion between the supervisor and the ratee.

Staffing Plan – used to document the type of resources(manpower) needed and the timing for those resources; the plan includes how the resources will be acquired, timeline, training requirement, budget

Strategic HRM – refers to Maturity Level 4

- Processes focused on continually improving process performance
- Systematically managed by combination of process optimization and continuous improvement
- HR helps to drive agency business decision on people, data and insight
- HR strategy part of the agency strategy

Succession Planning - Refers to the structured career development of an employee who is identified for a specific position aimed at future appointment, to that specific position.

Supervisor / Managers - refer to Directors within Departments, Chief of Division and other positions with supervision/ management functions.

Systems – refer to the four Core HRM Systems of Enhanced PRIME HRM; a set of interacting or interdependent components forming an integrated whole described by its structure, purpose, and expressed in its functioning; this is one of the Assessment Lenses used by Assessors to determine the maturity level of the Core PRIME HRM systems in place in the Agency assessed.

Talent Attraction – also referred to as Talent acquisition; targeted recruitment of high performing individuals or teams.

Talent Management - the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs.

Training - Refers to a systematic and planned process to change the knowledge, skills and attitude of the employees in such a way that organizational objectives are achieved.

Training Needs Analysis or Needs Analysis - A method of analyzing how employee skill deficits can be addressed through current or future training and professional development programs, as well as determining the types of learning/development programs required and how to prioritize learning/development.

Transactional HRM – refers to Maturity Level 1

- Process at least documented sufficiently
- Some processes are repeatable, possibly with consistent results
- “Personnel” function, mostly separate from agency/business and talent needs
- Line managers perform HR activities as they see best

Wellness program - Programs, such as on-site or subsidized fitness centers, health screenings, smoking cessation, weight reduction/management, health awareness and education, that target keeping employees healthy, thereby lowering employer’s costs associated with absenteeism, lost productivity and increased health insurance claims.

Work Life Balance - Having a measure of control over when, where and how individuals work, leading to their being able to enjoy an optimal quality of life. Work/life balance is achieved when an individual’s right to a fulfilled life inside and outside paid work is accepted and respected as the norm, to the mutual benefit of the individual, business and society.

Workforce Planning - The assessment of current workforce content and composition issues used to determine what actions must be taken to respond to future needs; systematic identification and analysis of what an organization is going to need in terms of the size, type, and quality of workforce to achieve its objectives.

360 degree Assessment - An appraisal process whereby an individual is rated on his or her performance by people who know something about the individual’s work. This can include direct reports, peers, managers, customers or clients; in fact, anybody who is credible to the individual and is familiar with his or her work can be included in the feedback process. The individual usually completes a self-assessment exercise on his or her performance, which is also used in the process.

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