Provincial Government of Aklan
LEARNING AND DEVELOPMENT MANUAL

VOLUME 1:
OVERVIEW

ACKNOWLEDGEMENT

The Learning and Development (L&D) Manual of the Provincial Government of Aklan (PGA) was developed with the support of the Government of Australia under its Australian Aid program through technical assistance provided by the Philippines-Australia Human Resource and Organisational Development Facility (PAHRODF).

PGA's Management, Human Resource (HR) Core Team, Facilitators' Pool and HR Focal Persons were engaged in a series of consultation and validation activities as part of the process of developing this Manual.

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ACRONYMS

AusAID	Australian Assistance for International Development
CDA	Capacity Development Agenda
CSC	Civil Service Commission
ELA	Executive-Legislative Agenda
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
HRMIS	Human Resource Management Information System
IDP	Individual Development Plan
IPCR	Individual Performance Commitment and Review
L&D	Learning and Development
LCE	Local Chief Executive
LDD	Learning and Development Division
LRC	Learning Resource Center
M&E	Monitoring and Evaluation
OPCR	Office Performance Commitment and Review
PAHRODF	Philippines-Australia Human Resource and Organisational Development Facility
PDS	Personal Data Sheet
PGA	Provincial Government of Aklan
PHRMO	Provincial Government of Aklan Human Resource Management Office
PLGU	Philippine Local Government Unit
PRIME-HRM	Program to Institutionalise Meritocracy and Excellence in Human Resource Management
PRMDP	Philippine Regional Municipal Development Project
PRMF	Provincial Road Management Facility
REAP	Re-Entry Action Project
RRDs	Road-Related Departments
SPMS	Strategic Performance Management System
TMS	Training Management System
WDO	Workplace Development Objectives

DEFINITION OF TERMS

Capacity Development Agenda (CDA) - A comprehensive three-year plan that is part of the ELA and guides the LGU in implementing organisational capacity and individual competency development initiatives that support the achievement of ELA priorities.

Executive and Legislative Agenda (ELA) - A planning document covering a three-year period corresponding to the term of local elective officials that is mutually developed and agreed upon by both the executive and legislative departments of a local government unit (LGU).

Individual Performance Commitment and Review (IPCR) – A performance evaluation tool that contains agreed performance results that an employee commits to deliver and their corresponding success indicators. It is developed by individual staff in all units of the organisation with their Supervisor at the beginning of the appraisal period and serves as the basis for evaluating their accomplishments at the end of the given period.

L&D Enabling Mechanisms - Administrative systems, facilities, materials, and other resources for the overall L&D system to function smoothly, such as: L&D information, facilities and equipment, materials, and other resources.

L&D Execution - Processes in implementing the L&D cycle, i.e., needs analysis, design, development, implementation, and monitoring and evaluation of interventions. Some of the expected outputs in this area are: L&D needs; L&D intervention designs; learning materials; implemented L&D interventions; and acquired competencies.

L&D Governance - The structural means for executive leadership to meet the L&D needs of the organisation, comprising: L&D policy and philosophy; approved L&D plans and budgets at all levels; resources made available; structure and staffing; and political support at all organisational levels.

L&D Planning, Monitoring, and Evaluation - The development of a hierarchy of L&D plans to meet the needs of the organisation. It includes establishing mechanisms to measure and evaluate the effectiveness and efficiency of the entire L&D system and its processes in supporting organisational goals. This component looks into: strategic L&D plans; annual L&D plans and budgets; monitoring and evaluation plans and reports.

L&D System – A set of elements that work together in managing Learning and Development in a way that responds to the organisation's strategic needs. These elements include: L&D Governance, L&D Planning, Monitoring and Evaluation, L&D Execution, and L&D Enabling Mechanisms.

Learning and Development (L&D) – A set of systematic and planned activities designed by an organization to equip its members with necessary competencies to meet current and future job requirements. It is also known as Human Resource Development.

Office Performance Commitment and Review (OPCR) – A performance evaluation tool that is used by the head of office to establish performance results that the office commits to deliver and their corresponding success indicators. It is developed at the beginning of the appraisal period and serves as the basis for evaluating office accomplishments at the end of the given period.

Supervisor – An employee who directly oversees the work of one or more personnel. A Supervisor may be a Department Head, Assistant Department Head, Division Chief, Unit Head, or an employee who may not be holding a supervisory position but has been formally assigned supervisory functions or to manage personnel on a regular or continuing basis.

Workplace Development Objectives (WDO) - Hierarchy of objectives that describes the planned gains from an L&D activity. The objectives cover: competencies improved; outputs produced as a demonstration of enhanced competency; and organisational outcomes and development impact achieved.

PURPOSE OF THE MANUAL

The Manual is designed to guide the Learning and Development Division (LDD) of the PGA Human Resource Management Office (PHRMO) in implementing the PGA L&D System. It will also a reference document for other key L&D players in the Provincial Government, including PGA Management, Human Resource (HR) Core Team, Facilitators' Pools and HR Focal Persons, who will support the LDD in managing L&D activities.

How to Use the Manual

The Manual is organized into five (5) sections, covering the stages of the L&D System.

Each section is prefaced with a brief overview of the stage. This is followed by a discussion of activities and tasks in implementing processes involved. Flowcharts illustrating major steps and decision points for the stage and its activities are also included.

This symbol shows the **Activities** or major steps involved in the implementation of each of the five sections of the Manual.

Tasks are the step-by-step processes to be done by specific key persons that are necessary to complete each activity.

Notes contain additional information that may be needed by users of this Manual in accomplishing tasks involved.

This icon indicates **Reminders** and **Tips** shared with users to underscore important actions and considerations relative to activities and tasks to be done.

OVERVIEW OF THE L&D SYSTEM

The PGA L&D System is composed of a set of complementary elements that are essential in the effective and efficient management of the Provincial Government's learning and development initiatives. It provides guiding policies, processes, and tools for the implementation of activities related to building competencies among PGA personnel.

Objectives

The PGA L&D system was developed primarily to improve the L&D function so that it can perform a strategic role in the pursuit of the PGA HR vision and achievement of long-term goals and priorities. In particular, it aims to:

- Ensure that key players in the organisation are aware of and perform their respective roles in the management of L&D.
- Strengthen the alignment of L&D activities with the strategic directions and desired outcomes of the Provincial Government.
- Measure results and use data to continuously improve the delivery of L&D interventions.
- Provide guidance for decision-making relative to L&D.
- Link L&D with other HR systems such as performance management and rewarding, among others.
- Promote sharing and transfer of learning in the workplace.

INTRODUCTION

The Learning and Development (L&D) Manual is a reference document that incorporates policies, processes and tools for the implementation of the L&D System of the Provincial Government of Aklan (PGA). It operationalises the System by defining standards in the implementation of the L&D stages of planning, pre-implementation, implementation and post-implementation – geared towards ensuring that L&D interventions result to improvement in employee performance and achievement of PGA's strategic goals and priorities.

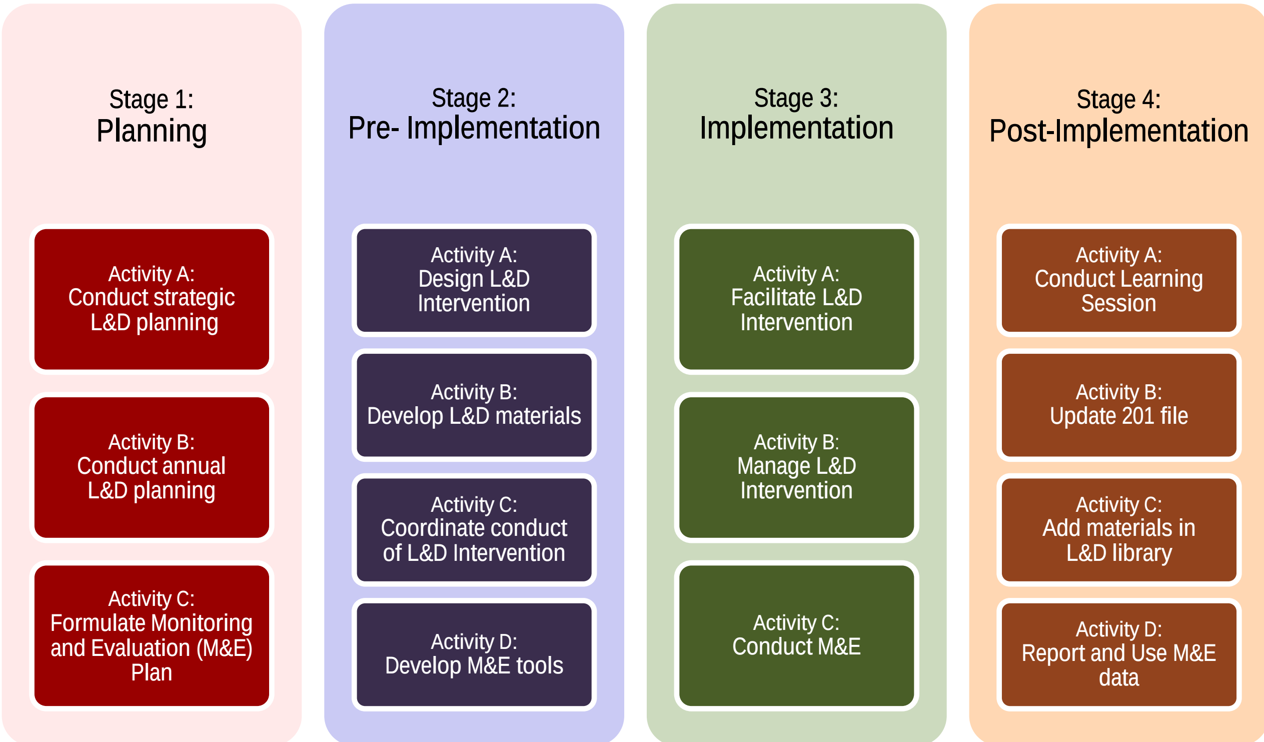

Figure 1. Stages of PGA L&D System

Context

In 2013, the Provincial Government of Aklan crafted a three-year Learning and Development (L&D) Plan (then referred to as the Human Resource Development Plan). This L&D Plan is aligned with the PLGU's strategic thrust and priorities, for its road-related departments (RRDs). The Plan was completed through a learning intervention entitled "PGA Human Resource Development (HRD) Planning for Road-Related Departments (RRDs)" that was implemented by the Philippines – Australia Human Resource and Organisational Development Facility (PAHRODF) to support the technical assistance managed by the Provincial Road Management Facility (PRMF). PAHRODF and PRMF interventions are initiatives of the Australian Aid program of the Australian government.

> The Provincial Government of Aklan's human resources are a community of competent, dedicated, values-oriented, progressive, and client-centered employees, delivering excellent service.

To pursue the PGA vision for its human resource (HR) and its reform agenda of *achieving Increased Capacity in the Management and Development of Human Resources*, the Provincial Government expanded the coverage of the strategic L&D Plan to include all departments. Recipients of Australia Awards' scholarships completed the PGA-wide L&D Plan as their Re-Entry Action Project (REAP).

With clearly-defined directions to guide PGA's L&D initiatives, the next challenge lies in executing the Plan and embedding L&D planning in the PLGU's HR system. Moreover, PGA is set to align its HR systems with standards set in the Civil Service Commission's (CSC) Program to Institutionalise Meritocracy and Excellence in HRM (PRIME-HRM) – that specifies L&D system development/enhancement as one of the priorities.

Hence, as a follow-up intervention, the PAHRODF implemented the learning activity "Improving Delivery of HRD – Learning and Development Services of the Provincial Government of Aklan" that focused on building L&D competencies among the PGA Facilitators' Pool, and developing the PLGU's L&D system. This Manual is one of the major outputs of the intervention. This Manual has undergone many levels of consultations and has been presented to the Top Management.

L&D with FLAIR

Flair, defined as "a special or instinctive aptitude or ability for doing something well," aptly captures the features of the PGA L&D System:

Figure 2. L&D with FLAIR

FLAIR acronym was developed for easy recall of the distinct features of the PGA L&D System

Focused on quality and continuous improvement

The L&D System is guided by clear policies. Stakeholders follow standardised processes and tools; and quality reviews are embedded within the process. To further ensure compliance to the policies and generate information for improvements to build on, an M&E system is established from L&D planning to post-implementation.

Linked to performance

L&D needs are identified through the OPCR and IPCR; and assessments of on-the-job application of learning are embedded on these mechanisms as well.

Anchored on PG Aklan's strategic direction

The link of L&D planning with PG Aklan's strategic directions is continuously strengthened and synchronised with the overall PG Aklan planning and budgeting. Further, the planning process ensures that all department L&D plans and budgets are aligned with the PG Aklan Strategic L&D Plan.

Involves various PG Aklan's stakeholders

The success of the L&D system rests on the shoulders not only of the leaders of PG Aklan. The Governor and Executive Committee through an L&D Committee are the change sponsors while the PHRMO is the change leader, process owner, and strategic partner of the PGA management.

The HR Focal Persons, HR Core Team, and the L&D Facilitators' Pool are the change teams that are the resource of the different departments and PHRMO. Lastly, the heads of offices and supervisors together with their subordinates are responsible in ensuring that the interventions are appropriate and result to performance improvement and/or self-development.

Reaps tangible benefits from investments

The L&D System is designed to ensure that participants to interventions are targeted based on needs to maximise performance improvement. This includes considering unplanned L&D interventions only on the basis of their alignment to the L&D Plan and potential contribution to achieving PGA priorities.

Mechanisms to maximise the investment on each intervention are in place. Transfer of learning after participation in L&D interventions is strengthened through the conduct of learning sessions and establishment of mini-Learning Resource Centers in departments to give employees easy access to relevant learning materials. Opportunities for learners to apply their learning on the job are purposively planned as well.

Framework

The PGA Learning and Development System Framework was adopted from the Training Management System (TMS) Framework that was used in the Philippine Regional Municipal Development Project (PRMDP), an Australian Assistance for International Development (AusAID) – funded project implemented from 1997 to 2002.

The System has four components: Governance, Planning and M&E, Execution, and Enabling Mechanisms.

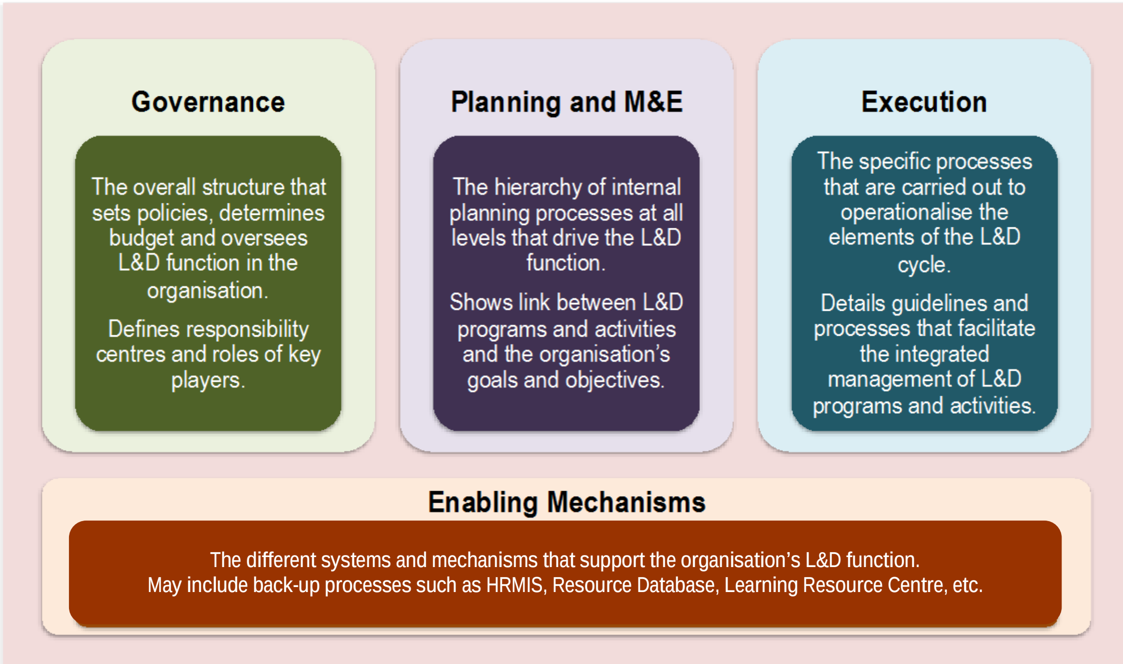

Figure 3. PGA L&D System

L&D POLICY

To guide decision-making on matters related to learning and development, the Local Chief Executive (LCE) issued an Executive Order promulgating the PGA L&D policy. The document outlined the objectives, scope, guiding principles, and governance structure of the System. Its provisions specify standards, parameters, conditions, and responsibilities in the implementation of the stages of the L&D System, i.e., planning, pre-implementation, implementation, and post-implementation. Mechanisms that support effective system implementation are also discussed.

Build buy-in for policy implementation by consulting key stakeholders in policy development. Critical inputs and support were generated during the series of consultations conducted in drafting the L&D policy.

Republic of the Philippines
PROVINCE OF AKLAN
Kalibo, Aklan

OFFICE OF THE PROVINCIAL GOVERNOR

FLORENCIO T. MIRAFLORES
Provincial Governor

EXECUTIVE ORDER No. 048
Series of 2014

PROMULGATING THE PROVINCIAL GOVERNMENT OF AKLAN
LEARNING AND DEVELOPMENT POLICY

WHEREAS, the Provincial Government of Aklan has crafted its vision for Human Resources and is aligning its HR systems with this vision;

WHEREAS, the Provincial Government aims to be accredited under the Civil Service Commission's Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Maturity Indicators for Learning and Development;

WHEREAS, Learning and Development is one of the Human Resource systems that must be established under PRIME-HRM;

NOW, THEREFORE, I, FLORENCIO T. MIRAFLORES, Governor of the Province of Aklan, by virtue of the powers vested in me by law and pursuant to the Local Government Code of 1991, do hereby order and promulgate the Provincial Government of Aklan Learning and Development Policy, as follows:

1. POLICY OBJECTIVES

1.1. This policy aims to:

1.1.1. Support the achievement of the Provincial Government of Aklan's (PGA) strategic objectives and priorities.

1.1.2. Promote its human resources vision and philosophy of empowering and nurturing a "community of competent, dedicated, values-oriented, progressive, client-centered employees, delivering excellent service."[1]

1.1.3. Conform to the Civil Service Commission's Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Maturity Indicators for Learning and Development.

2. SCOPE

2.1. This policy applies to all permanent employees of the Provincial Government of Aklan.

2.2. This policy also applies to temporary and co-terminus employees who are holding mission-critical positions and whose competency development is crucial to the performance of their assigned jobs. Mission-critical positions are those where job performers are assigned responsibilities that could significantly affect the delivery of services in their own and other departments, if not done well. The competency gaps of employees holding these positions must be identified and documented through needs analysis.

3. PG AKLAN GUIDING PRINCIPLES FOR LEARNING AND DEVELOPMENT

3.1. This policy upholds the following principles:

3.1.1. Learning and Development must contribute to PGA strategic goals. The purpose of L&D is to improve individual and organisational performance so that LGU services meet client needs, and development priorities are achieved.

3.1.2. Heads of offices and supervisors are accountable for purposive employee development. L&D is one of the main responsibilities of heads of offices and supervisors as they manage the performance of their employees. They shall systematically determine the competency needs of employees as part of the performance management process, and identify appropriate L&D interventions to address those needs and improve employee performance.

3.1.3. PHRMO is a strategic partner of PGA management in employee development. It works hand-in-hand with management in making sure that L&D happens in PGA and generates results that contribute to performance improvement at the individual and organisational levels.

3.1.4. PHRMO and key L&D players in other departments are agents of change. Through Learning and Development, the PHRMO together with the L&D Facilitators' Pool, HR Core Team, and department HR Focal Persons deliver programs that bring about new ways of thinking and doing.

[1] PG Aklan Strategic Human Resource Directions, 2013-2016

3.1.5. **Employees take responsibility for their own learning.** Employees share in the responsibility for L&D by taking it upon themselves to maximise learning opportunities provided to them as well as proactively pursue self-development.

4. DEFINITIONS

4.1. Learning and Development (L&D) – A set of systematic and planned activities designed by an organization to equip its members with necessary competencies to meet current and future job requirements. It is also known as Human Resource Development.

4.2. L&D System – A set of elements that work together in managing Learning and Development in a way that responds to the organisation's strategic needs. These elements include: L&D Governance, L&D Planning, Monitoring and Evaluation, L&D Execution, and L&D Enabling Mechanisms.

4.3. L&D Governance - The structural means for executive leadership to meet the L&D needs of the organisation, comprising: L&D policy and philosophy; approved L&D plans and budgets at all levels; resources made available; structure and staffing; and political support at all organisational levels.

4.4. L&D Planning, Monitoring, and Evaluation - The development of a hierarchy of L&D plans to meet the needs of the organisation. It includes establishing mechanisms to measure and evaluate the effectiveness and efficiency of the entire L&D system and its processes in supporting organisational goals. This component looks into: strategic L&D plans; annual L&D plans and budgets; monitoring and evaluation plans and reports.

4.5. L&D Execution - Processes in implementing the L&D cycle, i.e., needs analysis, design, development, implementation, and monitoring and evaluation of interventions. Some of the expected outputs in this area are: L&D needs; L&D intervention designs; learning materials; implemented L&D interventions; and acquired competencies.

4.6. L&D Enabling Mechanisms - Administrative systems, facilities, materials, and other resources for the overall L&D system to function smoothly, such as: L&D information, facilities and equipment, materials, and other resources.

4.7. Executive and Legislative Agenda (ELA) - A planning document covering a three-year period corresponding to the term of local elective officials that is mutually developed and agreed upon by both the executive and legislative departments of a local government unit (LGU).

4.8. Capacity Development Agenda (CDA) - A comprehensive three-year plan that is part of the ELA and guides the LGU in implementing organizational capacity and individual competency development initiatives that support the achievement of ELA priorities.

4.9. Workplace Development Objectives (WDO) - Hierarchy of objectives that describes the planned gains from an L&D activity. The objectives cover: competencies improved; outputs produced as a demonstration of enhanced competency; and organizational outcomes and development impact achieved.

4.10. Office Performance Commitment and Review (OPCR) – A performance evaluation tool that is used by the head of office to establish performance results that the office commits to deliver and their corresponding success indicators. It is developed at the beginning of the appraisal period and serves as the basis for evaluating office accomplishments at the end of the given period.

4.11. Individual Performance Commitment and Review (IPCR) – A performance evaluation tool that contains agreed performance results that an employee commits to deliver and their corresponding success indicators. It is developed by individual staff in all units of the organisation with their supervisor at the beginning of the appraisal period and serves as the basis for evaluating their accomplishments at the end of the given period.

4.12. Supervisor – An employee who directly oversees the work of one or more personnel. A supervisor may be a Department Head, Assistant Department Head, Division Chief, Unit Head or an employee who may not be holding a supervisory position but has been formally assigned supervisory functions or to manage personnel on a regular or continuing basis.

5. L&D GOVERNANCE

5.1. Responsibility for L&D is shared by the following:

5.1.1. The Governor as the Chief HR Officer of the PGA is responsible for managing and developing human resources and all personnel actions in accordance with the Local Government Code of 1991. The Governor shall provide the overall strategic direction that shall serve as anchor for all Learning and Development efforts of the PGA. The Governor shall also have final approval of issuances related to policies and guidelines on the Learning & Development System.

5.1.2. The Executive Committee supports the Governor in strategic decision-making regarding L&D policies, plans, and programs. It assesses the overall effectiveness of the L&D function in improving organizational and individual performance.

5.1.3. The Learning and Development Committee (L&D Committee) serves as a working group that leads the development and review of policies, guidelines and plans for L&D, and endorses them to the Executive Committee for approval. It shall also assist the Governor in the selection of the best-qualified employees for scholarship opportunities.

5.1.4. Department Heads lead the planning, execution, and assessment of L&D interventions in their respective offices; support employees' participation in L&D activities and subsequent application of learning on the job; augment L&D interventions by providing needed coaching to employees; and assure that investments in L&D translate to actual results in terms of improved performance of job holders.

5.1.5. Provincial Human Resource Management Office – Learning and Development Division (PHRMO-LDD, formerly called the Training and Development Division), as process owner of L&D, manages the planning, execution, and monitoring and evaluation of L&D interventions; recommends and operationalizes L&D policies and plans; monitors alignment of all L&D interventions; and installs enabling mechanisms for L&D. It shall support the competency development of: (1) heads of offices and supervisors so that they are able to perform their L&D role effectively; and (2) HR Focal Persons, HR Core Team, and L&D Facilitators' Pool so that they remain fully equipped as the PHRMO-LDD's extensions in supporting and delivering L&D programs. It shall also serve as the secretariat of the L&D Committee.

5.1.6. Human Resource Focal Persons – support the PHRMO-LDD in coordinating and implementing L&D and other HR systems in their respective departments. They manage and maintain the department's Learning Resource Center, and ensure that the L&D data in the HRMIS is updated.

5.1.7. Human Resource Core Team – provides technical assistance to departments in the formulation of their L&D plan, and support monitoring and evaluation of L&D interventions following guidelines from the L&D Committee.

5.1.8. L&D Facilitators' Pool – serves as resource for the departments and PHRMO-LDD in the design, implementation, management, and assessment of L&D interventions.

5.1.9. Employees – participate in L&D activities to address own competency needs and improve their performance on the job; share what they have learned from L&D interventions; proactively seek ways to apply learning on the job and contribute to the overall performance of their office; and keep their L&D data in the HRMIS updated.

5.2. All Learning and Development activities of PGA shall be guided by:

5.1.1. A three-year Strategic L&D Plan[2] that is aligned with the strategic directions and priorities of the PGA, formulated at the start of a three-year term, and reviewed and updated, as necessary, based on changing needs. This Plan forms part of the Executive and Legislative Agenda, specifically the Capacity Development Agenda.

5.1.2. An Annual L&D Plan and Budget that specifically maps out the yearly implementation of the Strategic L&D Plan, and is developed as part of the Annual Investment Plan.

5.3. The L&D system shall be linked to PGA's Strategic Performance Management System (SPMS). Organisational and individual performance data shall be used as bases for identifying competency needs, designing and implementing appropriate L&D interventions, and measuring L&D's contribution to the achievement of organizational outcomes and impact.

6. L&D PLANNING AND M&E

6.1. L&D Planning shall be synchronised with the PGA planning and budgeting process.

6.2. The L&D Committee shall provide the planning guidelines to ensure uniformity and alignment with PGA strategic priorities.

6.3. The Strategic L&D Plan shall be based on performance and competency requirements in implementing the Executive and Legislative Agenda. The PHRMO-LDD may tap the HR Core Team to assist the Departments in the formulation of the Plan.

6.3.1. Department Heads shall use the performance analysis data as basis for determining departmental competency gaps along priority areas of the ELA.

6.3.2. They shall formulate the Strategic L&D Plan and submit this to the PHRMO-LDD for review, consolidation, and endorsement to the L&D Committee.

6.3.3. The L&D Committee shall review and endorse the PGA Strategic L&D Plan to the Executive Committee for finalization and endorsement to the Governor.

6.3.4. The Governor shall approve and endorse the PGA Strategic L&D Plan to the Sangguniang Panlalawigan for approval.

6.4. The Annual L&D Plan and Budget shall be based on the Strategic L&D Plan and a validated needs analysis. The Departments may tap the HR Core Team to provide technical assistance in this process.

6.4.1. Department Heads shall lead the validation of L&D needs in their respective departments.

[2] Formerly known as the PGA Strategic Human Resource Development (HRD) Plan

6.4.2. The department's Office Performance Commitment and Review (OPCR) and Individual Performance Commitment and Review (IPCR) shall be the bases for validating competency requirements to implement the department performance goals.

6.4.3. Employees and their immediate supervisors shall use the regular performance evaluation period as a venue to identify the employee's learning and development needs. This discussion shall be documented in the Individual Development Plan (IDP).

6.4.4. Department Heads shall review and consolidate the L&D needs of personnel in their department and use these in developing the Annual Department L&D Plan and Budget. This plan shall include targeted participants, Workplace Development Objectives, suggested interventions, timetable, estimated cost and M&E Plan. It shall also indicate whether the intervention will be conducted in-house or outsourced to a learning service provider. The Plan is submitted to the PHRMO-LDD for review, consolidation, and endorsement to the L&D Committee.

6.4.5. The PHRMO-LDD shall develop the Monitoring and Evaluation Plan for L&D interventions that cut across departments.

6.5. The L&D Committee shall review each department's Annual L&D Plan and Budget and endorse its inclusion in the department's own annual work and financial plan. It shall also determine the L&D interventions that cut across departments and shall be incorporated in the PGA-wide L&D Plan and Budget to be managed by the PHRMO-LDD.

7. L&D EXECUTION

7.1. The Governor shall have final approval of all requests for participation in Learning and Development activities, including scholarships.

7.2. All Learning and Development requests must be aligned with the approved Annual L&D Plan.

7.3. For requests that are not in the approved Annual L&D Plan, the following guidelines are followed:

7.3.1. The Department Head shall assess the relevance of the intervention determine whether there is available budget or funding source, and submit the request to the PHRMO-LDD for review and endorsement to the Governor. The PHRMO-LDD shall provide a template for this purpose.

7.3.2. The following criteria shall be used in approving the request: (1) it must clearly respond to a department or LGU competency gap that is aligned with the PGA strategic directions and priorities, or a requirement of oversight and national government agencies; and (2) there must be available budget, or a funding source identified and secured.

7.4. Scholarships

7.4.1. Scholarships shall be defined as local or foreign-funded academic and non-academic learning interventions attended by employees on official time and/or financially supported by the PGA. These may include degree programs, training, seminars, benchmarking visits, exposure trips, and other forms of learning interventions. The L&D Committee shall define interventions that are considered scholarships.

7.4.2. The L&D Committee shall establish the criteria and guidelines for the selection and nomination of employees for scholarship opportunities. It shall conduct the selection process and endorse the final list of scholarship candidates to the Governor for approval.

7.4.3. Employees with permanent appointment shall be given preference in the in the selection and nomination of candidates for L&D program and scholarship grants both in the country and abroad.

7.4.4. Temporary and co-terminus employees may subsequently be allowed to avail of local or foreign L&D program or scholarship grants provided that they fall under the following categories: (1) employees directly involved in the implementation of foreign-assisted project in which the agreement entered into between PGA and the foreign entity includes training/ scholarship grants for project staff members under the sponsorship of the lending or assisting foreign institution; (2) employees who have been personally invited by a sponsoring entity; or employees who are proposed for nomination by PGA which has been directly invited by a foreign entity to avail of its training/scholarship grants.

7.4.5. In consideration of the nominee's acceptance to local or foreign scholarship grant, whether in the academic or non-academic program, the nominee shall serve the PGA for the specific period as may be provided under the scholarship contract with PGA.

7.4.6. The L&D Committee, acting as the Scholarship Committee, shall establish guidelines regarding scholarship grantees' return service obligation to PGA in accordance with CSC rules.

7.4.7. Scholarship grantees shall be covered by a scholarship contract, approved and signed by the Governor. The scholarship contract shall stipulate the obligations of both PGA and the grantee. It may stipulate PGA's financial and non-financial support (if any), the grantee's return service obligations, reportorial requirements, and provisions regarding non-compliance with the agreement. The contract shall likewise be signed by the grantee prior to the commencement of the scholarship.

7.4.8. Scholarship grantees shall submit to the Governor and the L&D Committee his/her official transcript of grades at the close of each quarter, term and/or semester.

7.4.9. Should the grantee fail to fulfill his/her service requirement due to transfer to a private entity or resignation, he/she shall pay back to the PGA the full or pro-rated amount spent by the PGA for his/her training/scholarship grant. The scholarship contract shall already specify the method for computing the amount to be paid back in the event of failure to fulfill the service requirement.

7.5. Officials and employees may be entitled to Study Leave in accordance with the conditions set forth in Section 68, Rule XVI, Omnibus Rules on Leave and its relevant amendments.

7.5.1. The study leave is a time-off from work not exceeding six (6) months with pay for the purpose of assisting the qualified officials and employees to prepare for their bar or board examinations or to complete their masteral degree. The leave shall be covered by a contract between the beneficiary and the Governor.

7.5.2. The beneficiary for such leave shall be selected based on the following qualification requirements:

7.5.2.1. The official/employee must have graduated with a bachelor's degree which consequently requires the passing of government bar and board licensure examinations. For thesis writing or comprehensive examination, the official/employee must have completed all the academic requirements for a masteral degree.

7.5.2.2. The profession or field of study to be pursued must be relevant to the agency or to all the official duties and responsibilities of the concerned official or employee.

7.5.2.3. Must be a permanent employee.

7.5.2.4. Must have rendered at least two years of service with at least very satisfactory performance for the last two rating periods immediately preceding the application.

7.5.2.5. Must have no pending administrative and criminal charges.

7.5.2.6. Must not have any current foreign or local scholarship grant.

7.5.2.7. Must have fulfilled the service obligation of any previous scholarship and training contract.

7.5.3. Applications for Study Leave shall be submitted to the PHRMO-LDD who shall review and endorse the application to the L&D Committee. The L&D Committee shall review and endorse its approval to the Governor.

7.6. In no case shall gender, age, and disability be a basis for disqualification from availment of local and/or foreign scholarship grants or L&D opportunity. As such, pregnant women, married women with a child or children, senior employees, and employees with disability shall be considered for nomination/ selection in scholarship grants provided that they will have the opportunity to apply and/or transfer their learning within the prescribed period for return service.

7.7. Each Department shall:

7.7.1. Manage their own L&D budget based on their approved L&D Plan.

7.7.2. Identify participants to L&D interventions based on needs analysis and in accordance with the approved L&D Plan.

7.7.3. Ensure that each employee shall have undergone at least one planned L&D intervention per year.

7.7.4. Maintain their Department L&D Calendar and submit a copy to PHRMO-LDD for inclusion in the PGA-wide L&D Calendar.

7.7.5. Organise learning sessions to be conducted by employees who attend L&D activities so that relevant learning is shared with co-workers.

7.7.6. Provide mechanisms to support the application of learning on the job. These may include coaching and mentoring, providing relevant assignments or projects that make use of competency acquired, and others.

7.7.7. Assess the effectiveness of L&D interventions by tracking and reporting (1) L&D interventions implemented by the department, (2) employees' competency and performance improvement on the job, as well as (3) effects on the department's performance, using a template provided by PHRMO-LDD. The performance data from the SPMS shall be used as basis for the assessment, which shall be submitted to the PHRMO-LDD within one month after the submission of the OPCR and IPCR.

7.8. Employees share the responsibility for their learning and development and as such, they shall:

7.8.1. Participate in all L&D activities in which they have been targeted based on the needs assessment reflected in the L&D Plan.

7.8.2. Participate in L&D activities that may not have been included in the L&D Plan but are required by oversight and national government agencies, or are deemed critical in addressing a competency gap that affects their performance on the job.

7.8.3. Submit to the Department Head a Post-training Report and propose a schedule for conducting a Learning Session to share lessons learned that may be useful to other employees in the office.

7.8.4. Update the "Training Attended" section of the Personal Data Sheet (PDS) of the Human Resource Management Information System (HRMIS), as well as other information as may be required. The employee must submit a copy of their certificate of attendance/participation/completion to PHRMO HR Information and Records Division no later than five (5) working days after the training to trigger approval of updated PDS information.

7.8.5. Surrender to the HR Focal Person the original copy of materials acquired through the L&D intervention, for inclusion in the department's Learning Resource Center (LRC).

7.8.6. Undertake own self-development efforts to address identified competency gaps and performance improvement needs.

7.9. The PHRMO-LDD shall lead the implementation and management of L&D interventions. It shall:

7.9.1. Monitor and evaluate the PGA Strategic and Annual L&D Plan.

7.9.2. Provide standards, guidelines, and templates for designing, conducting, managing and evaluating L&D interventions.

7.9.3. Monitor and evaluate PGA-wide in-house Learning and Development interventions.

7.9.4. Utilise the L&D Facilitators' Pool as a resource for the design, implementation, and management of L&D interventions.

7.9.5. Utilise the HR Focal Persons in coordinating the conduct of L&D interventions.

7.9.6. Issue guidelines and tools in contracting Learning Service Providers for outsourced interventions.

8. L&D ENABLING MECHANISMS

8.1. The PGA shall provide facilities, equipment, materials, and supplies that are needed to implement L&D interventions.

8.2. The PHRMO-LDD shall:

8.2.1. Develop and maintain the Human Resource Management Information System (HRMIS) that will capture, track, and analyse data on employees' Learning and Development for use in decision-making. It shall provide guidelines for this purpose.

8.2.2. Establish a Central Repository of all L&D materials developed in-house, including activity designs, session guides, learning aids, tools, templates, and others.

8.2.3. Provide guidelines for establishing and maintaining Learning Resource Centers in departments to ensure easy access and optimal usage.

8.3. All departments shall establish and maintain a Learning Resource Center in their office. The Learning Resource Center serves as repository of relevant learning and development materials that can easily be accessed and used by employees for continuous learning and performance improvement.

8.3.1. The HR Focal Persons shall collect, systematically file, and maintain the materials in their respective department's Learning Resource Center.

8.3.2. The Department Heads shall provide mechanisms and opportunities to optimise the usage of the Learning Resource Center.

9. EFFECTIVITY

9.1. This policy is effective immediately and shall remain in effect until otherwise revoked.

9.2. Cognizant that there are elements of the L&D System that have yet to be established, relevant provisions will apply upon the installation of these components of the System.

10. TRANSITIONAL PROVISION

10.1. The L&D Committee shall formulate a Sustainability Action Plan to guide the transition towards the new L&D System. It shall map out activities, outputs, timeframe, persons responsible, and resources for PGA to fully install, institutionalise, and sustain the L&D system and its supporting mechanisms.

10.2. The Sustainability Action Plan shall be time-bound and must be completed no later than twelve (12) months after the approval of the plan.

Done this 16th of December 2014 at Kalibo, Aklan.

FLORENCIO T. MIRAFLORES
Provincial Governor

Provincial Government of Aklan
LEARNING AND DEVELOPMENT MANUAL

VOLUME 2:
L&D PLANNING

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ACRONYMS

AIP	Annual Investment Planning
AKENRO	Aklan Environment and Natural Resource Office
AO	Administrative Officer
APE	Assistant Provincial Engineer
CSC	Civil Service Commission
DILG	Department of Interior and Local Government
EIA	Environmental Impact Assessment
ELA	Executive Legislative Agenda
EMP	Environmental Management Plan
ENRO	Environment and Natural Resource Office
FGD	Focus Group Discussion
HR	Human Resource
HRMO	Human Resource Management Office
IDP	Individual Development Plan
KSA	Knowledge Skills Attitudes
L&D	Learning and Development
LCE	Local Chief Executive

LDC	Lower Division Clerk
LDD	Learning and Development Division
M&E	Monitoring and Evaluation
OPCR	Office Performance Commitment and Review
PE	Provincial Engineer
PEISS	Philippine Environmental Impact Statement System
PEO	Provincial Engineering Office
PLGU	Provincial Local Government Unit
PGA	Provincial Government of Aklan
PHRMO	Provincial Government of Aklan Human Resource Management Office
PRIME-HRM	Program to Institutionalise Meritocracy and Excellence in Human Resource Management
PPDC	Provincial Planning and Development Officer
QS	Qualification Standards
RSP	Recruitment, Selection, and Promotion
SPMS	Strategic Performance Management System
SUG	Seriousness, Urgency, and Growth Potential
WDO	Workplace Development Objectives

DEFINITION OF TERMS

Action Plans - Involves guiding learners in mapping out action/re-entry plans that will help them translate "classroom" learning to work stations. Used to measure gains in the learning and behaviour levels of learners.

Benchmarking Study - Involves comparing an organization's practices and performance against those of others. It seeks to identify standards, or "best practices," to apply in measuring and improving performance.

Capacity Development Agenda (CDA) - A comprehensive three-year plan that is part of the ELA and guides the LGU in implementing organizational capacity and individual competency development initiatives that support the achievement of ELA priorities.

Coaching - An intervention that involves providing one-on-one guidance and instruction to improve learners' knowledge and Coaching skills on specific tasks, and through this, work performance.

Competency Gap – Performance deviations or gaps; may include unclear or inefficient procedures, inadequate resources, or lack of competency.

Cross-functional training - An intervention designed to provide individuals or groups with the knowledge they need to function with another unit or organization.

Degree course (Scholarship) - Involves enrolling learner on a field of study that is directly aligned to a performance area of the PLGU. Being a PAHRODF partner institution, PGA is entitled to nominate scholars to the Australian Awards.

Desired Organisational Outcomes – They are expected improvements in the PLGU's processes, systems, strategies, policies, and structure once competencies of job performers are addressed by the L&D Intervention. Having clear organisational outcomes ensures that the L&D intervention is aligned to performance objectives.

Documents Review -Involves analysis of reports, records, and other documentations that can indicate trends, performance level, etc.; May include budget, attendance record, productivity reports, safety record, etc. Often used to evaluate behaviour and results of training interventions

ELA Goals and Objectives Status and Competency Gaps Worksheet - A guide for identifying and analysing L&D needs.

Executive and Legislative Agenda (ELA) - A planning document covering a three-year period corresponding to the term of local elective officials that is mutually developed and agreed upon by both the executive and legislative departments of a local government unit (LGU).

Focus Group Discussion - Obtaining in-depth information on concepts, perceptions and ideas of a group of carefully-selected people**.** Provides opportunity to collect/validate and process data from different sources to evaluate at the level of behaviour and results**.**

Individual Performance Commitment and Review (IPCR) – A performance evaluation tool that contains agreed performance results that an employee commits to deliver and their corresponding success indicators. It is developed by individual staff in all units of the organisation with their supervisor at the beginning of the appraisal period and serves as the basis for evaluating their accomplishments at the end of the given period.

Interview - Collection of data by asking questions from an individual considered knowledgeable on the topic at hand; Useful in gathering feedback on improvements in trainees' behaviour from various sources at all levels of evaluation.

Job enrichment - An intervention designed to change job duties and expected results, providing job incumbents with greater responsibilities.

Job shadowing - Involves spending a period of time with an expert, and observing everything being done that is related to the work that the learner is expected to accomplish on the job.

Key Business and HR Metrics - Involves review of the extent of achievement of relevant organizational and/or departmental performance metrics or indicators and determining relative contribution of competency improvement to the achievement/ non-achievement of performance indicators.

L&D Enabling Mechanisms - Administrative systems, facilities, materials, and other resources for the overall L&D system to function smoothly, such as: L&D information, facilities and equipment, materials, and other resources.

L&D Execution - Processes in implementing the L&D cycle, i.e., needs analysis, design, development, implementation, and monitoring and evaluation of interventions. Some of the expected outputs in this area are: L&D needs; L&D intervention designs; learning materials; implemented L&D interventions; and acquired competencies.

L&D Governance - The structural means for executive leadership to meet the L&D needs of the organisation, comprising: L&D policy and philosophy; approved L&D plans and budgets at all levels; resources made available; structure and staffing; and political support at all organisational levels.

L&D Intervention - A program or activity that intends to address a competency gap.

L&D Planning Guide – A set of parameters for conducting the strategic and annual L&D planning.

L&D Planning, Monitoring, and Evaluation - The development of a hierarchy of L&D plans to meet the needs of the organisation. It includes establishing mechanisms to measure and evaluate the effectiveness and efficiency of the entire L&D system and its processes in supporting organisational goals. This component looks into: strategic L&D plans; annual L&D plans and budgets; monitoring and evaluation plans and reports.

L&D System – A set of elements that work together in managing Learning and Development in a way that responds to the organisation's strategic needs. These elements include: L&D Governance, L&D Planning, Monitoring and Evaluation, L&D Execution, and L&D Enabling Mechanisms.

Learning and Development (L&D) – A set of systematic and planned activities designed by an organization to equip its members with necessary competencies to meet current and future job requirements. It is also known as Human Resource Development.

Learning Objectives – These are developed for L&D planning purposes at the "terminal" level; i.e., what target learners will be able to do or perform better at the end of the L&D Intervention.

M&E Methods – Procedures for gathering M&E data

M&E Tools – are instruments that aid in the data gathering, such as interview guides, checklists, etc.

Mentoring - Involves linking a more senior member of staff with a junior member of staff to develop the knowledge and skills tied to their desired career development plan.

Observation - Method of gathering visual information on what happens, what your object of study does or how it behaves; Watching how people perform their job, documenting their actions, behaviours, and methods; Effective for evaluating learning and behaviour.

Office Performance Commitment and Review (OPCR) – A performance evaluation tool that is used by the head of office to establish performance results that the office commits to deliver and their corresponding success indicators. It is developed at the beginning of the appraisal period and serves as the basis for evaluating office accomplishments at the end of the given period.

On-the-job training - An intervention designed to guide a person learn a job by actually performing it.

Outputs - Are tangible product/s produced by learners, such as plans, manuals, systems, processes, and others. Once used by the learners' office, the output will contribute to achieving the Desired Organisational Outcomes.

Persons Responsible for M&E - Are the people who need to make sure that M&E activities are implemented as planned. They take action if there are challenges and difficulties encountered in the process of M&E.

Pre-Test and Post-Test - Measures and compares learner's KSA level before and after training intervention; May include case study, knowledge test, presentation, teach back; Usually used to measure learning and behaviour of learners.

Simulations - Exercises that require learners to demonstrate the target KSAs; May include role plays, interactions, in-basket exercises, group discussions, etc.; Best used to measure learning, and as a supplementary tool to evaluate transfer of learning through the behaviour of learners

Supervisor – An employee who directly oversees the work of one or more personnel. A supervisor may be a Department Head, Assistant Department Head, Division Chief, Unit Head or an employee who may not be holding a supervisory position but has been formally assigned supervisory functions or to manage personnel on a regular or continuing basis.

Survey - Involves developing a set of questions or statements that can surface data related to learners' reactions and KSAs acquired by learners, often used for reaction and learning levels.

Target Learners - They are the group of job performers who need to acquire the identified competencies to be able to achieve performance targets. Their department or office also needs to be identified. It is also important to determine the number of target learners to guide planning and budgeting.

Training - An intervention designed to provide individuals with knowledge, skills, or attitudes that may be applied immediately on the job.

Training Outputs/ Work Samples - Requires assessment of learners' work samples to check if competencies learned have been applied in producing these outputs; Can be used to evaluate learners' learning and behaviour levels.

Validation -Involves verification of previously gathered or reported data;. May utlilise one or more data gathering methodologies; May include on-site visit

Values clarification - An intervention designed to help assess or determine individual or group values.

Workplace Development Objectives (WDO) - Hierarchy of objectives that describes the planned gains from an L&D activity. The objectives cover: competencies improved; outputs produced as a demonstration of enhanced competency; and organizational outcomes and development impact achieved.

PURPOSE OF THE MANUAL

The Manual is designed to guide the Learning and Development Division (LDD) of the PGA Human Resource Management Office (PHRMO) in implementing the PGA L&D System. It will also a reference document for other key L&D players in the Provincial Government, including PGA Management, Human Resource (HR) Core Team, Facilitators' Pools and HR Focal Persons, who will support the LDD in managing L&D activities.

How to Use the Manual

The Manual is organized into five (5) sections, covering the stages of the L&D System.

Each section is prefaced with a brief overview of the stage. This is followed by a discussion of activities and tasks in implementing processes involved. Flowcharts illustrating major steps and decision points for the stage and its activities are also included.

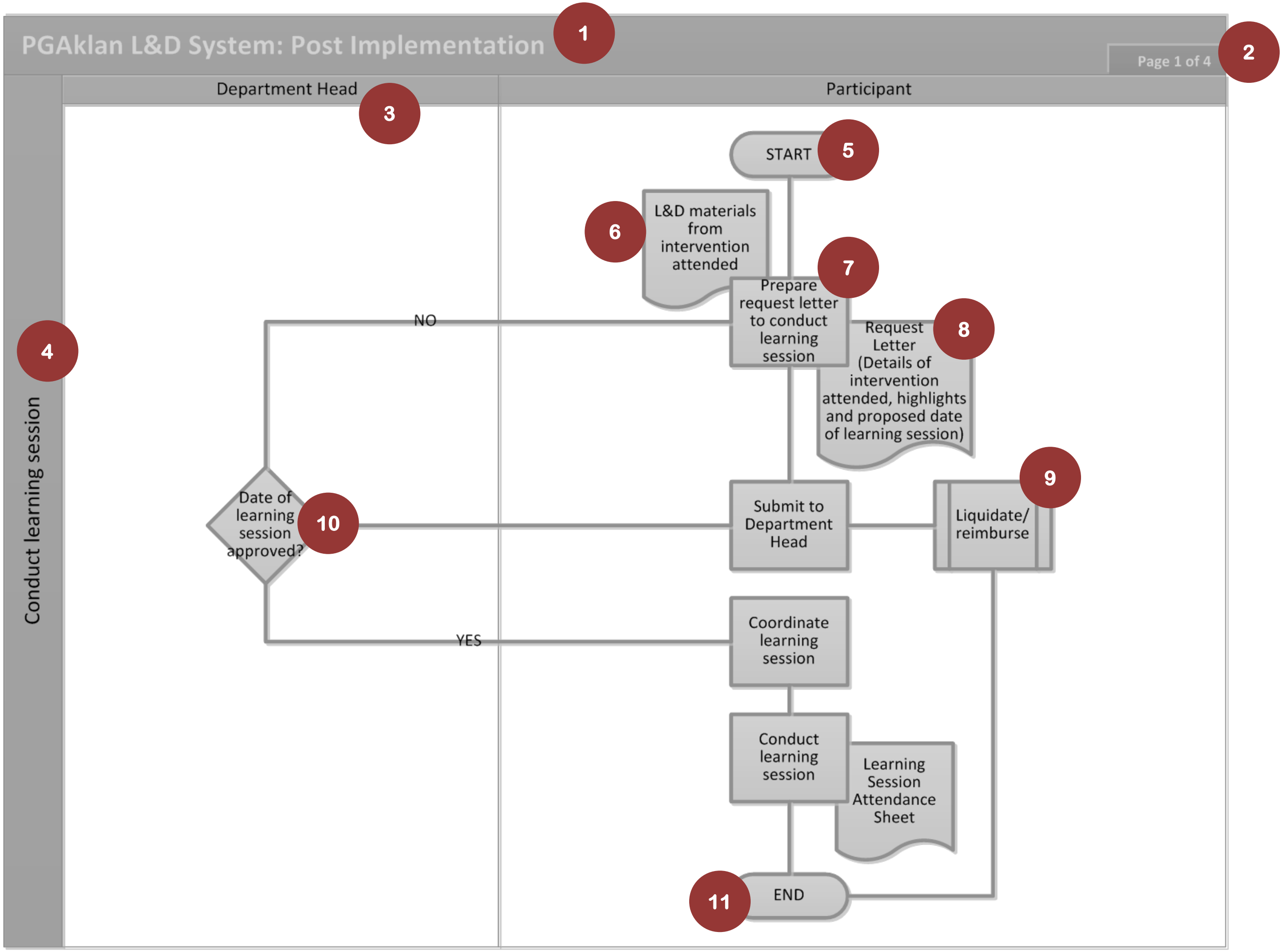
This symbol shows the **Activities** or major steps involved in the implementation of each of the five sections of the Manual.

Tasks are the step-by-step processes to be done by specific key persons that are necessary to complete each activity.

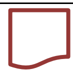
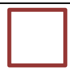
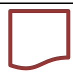
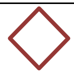
Notes contain additional information that may be needed by users of this Manual in accomplishing tasks involved.

This icon indicates **Reminders** and **Tips** shared with users to underscore important actions and considerations relative to activities and tasks to be done.

HOW TO READ THE FLOWCHARTS



A legend of flowchart symbols used in PG Aklan L&D System is shown below:

No.	Symbols	Description
1		Title of the process
2		Page number of diagram and the total number of pages of the process illustrated
3		Group, unit or role performing the tasks within the designated column
4		Name of the activity
5		Start of activity
6		Input document to perform a task (Left)
7		Task
8		Output document of a task (Right)
9		Pre-defined process already depicted in other flowcharts or outside the L&D system but has link to a task
10		Decision point which leads to two different tasks
11		End of activity

Provincial Government of Aklan
Learning and Development System

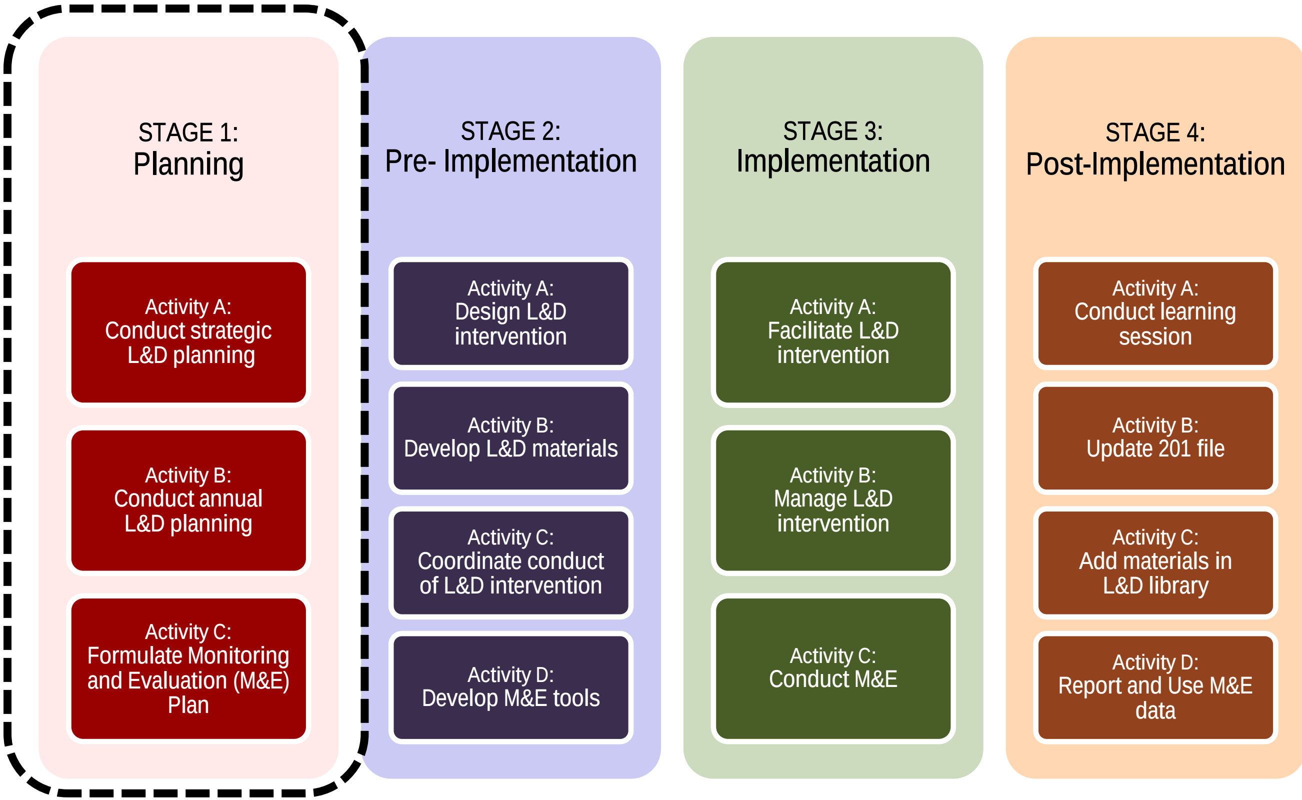


Figure 1. Stages of PGA L&D System

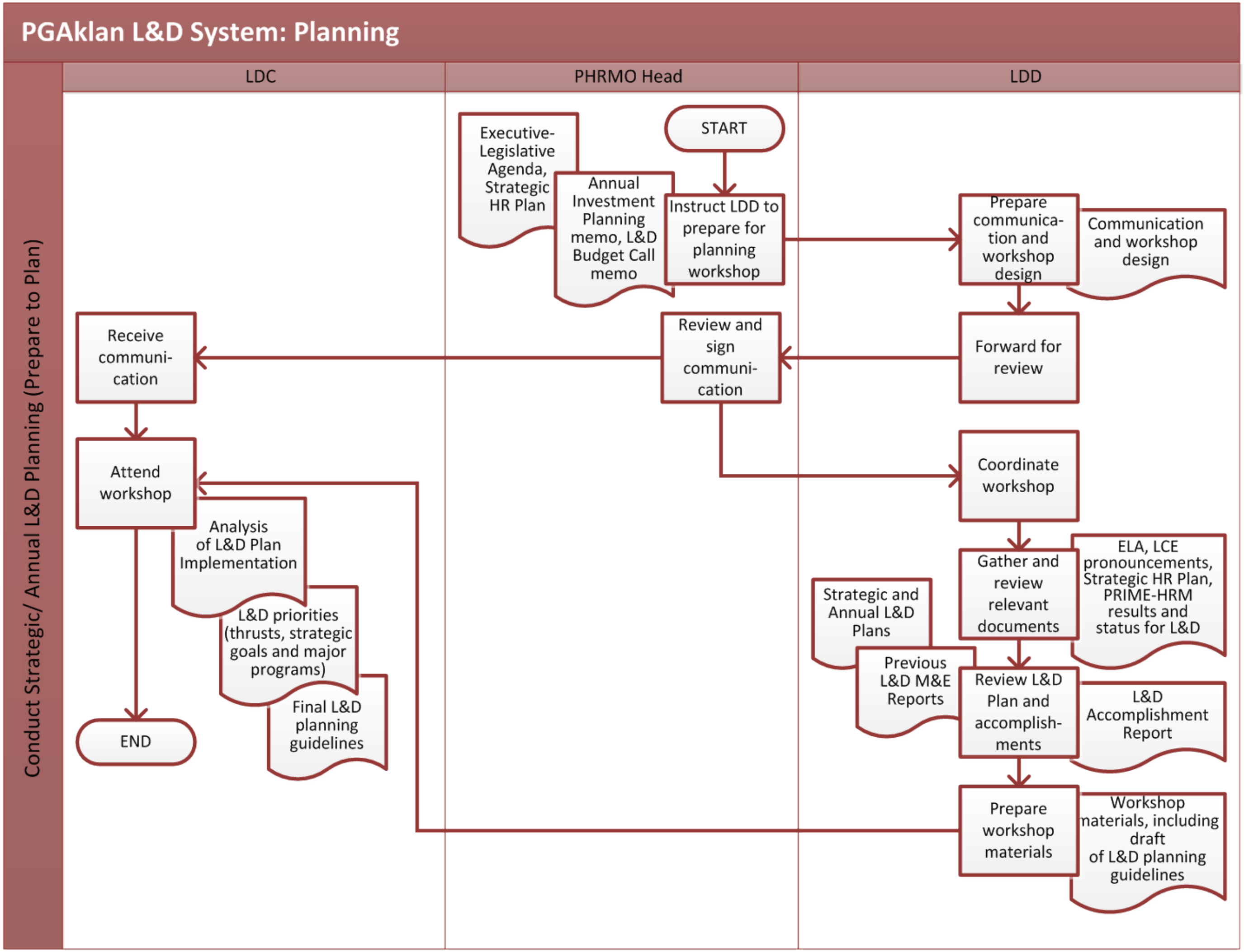
L&D PLANNING

The L&D Planning process is synchronised with PGA's Planning and Budgeting process. The outputs of this process are two types of L&D Plans that guide all L&D activities:

1. The **Strategic L&D Plan** is a three-year plan that is aligned with the strategic directions and priorities of the PGA, formulated at the start of a three-year term, reviewed annually and updated as necessary, based on changing needs. This Plan forms part of the Executive and Legislative Agenda (ELA), specifically the Capacity Development Agenda.
2. An **Annual L&D Plan and Budget** maps out the yearly implementation of the Strategic L&D Plan, and is developed as part of the Annual Investment Plan.

The L&D Planning process also assumes that an overall Strategic Human Resource Plan aligned to PGA's ELA has been developed and serves as springboard for L&D Plans.

Figure 2. Activity A1: Conduct Strategic/Annual L&D Planning (Prepare to Plan)



Activity
A1 Conduct Strategic/Annual L&D Planning (Prepare to Plan)

L&D planning begins after PGA priorities are clarified. Strategic L&D planning is done at the beginning of an LCE's three-year term, soon after the ELA and the Strategic Human Resource Plan have been drafted. Annual L&D planning coincides with PGA's annual planning cycle.

This activity applies to both strategic and annual L&D planning. At the beginning of the planning cycle, the L&D Committee, together with the PHRMO, review PGA's priority goals and objectives and L&D accomplishments. Based on this analysis, they determine broad L&D priorities and formulate planning guidelines for strategic and annual L&D planning in the different Departments.

TASK 1

PHRMO commences preparation for L&D Planning

With a new Executive-Legislative Agenda (ELA) supported by a Strategic HR Plan, the process of strategic L&D planning starts. On the other hand, the beginning of annual L&D planning is triggered by the Annual Investment Planning (AIP) memo and the L&D Budget Call memo.

The PHRMO Head then formally instructs the LDD to start preparations, including communications and arrangements for a strategic L&D Planning Workshop with the L&D Committee.

PHRMO Head instructs LDD to prepare for L&D Planning

↓

LDD prepares communication to L&D Committee

↓

LDD coordinates arrangements for the L&D Planning Workshop

TASK 2

LDD designs the Strategic L&D Planning Workshop

The design of the L&D Planning Workshop hinges on its objectives. By the end of the Planning Workshop, the L&D Committee and the PHRMO are able to:

- Review/ revisit the ELA priorities
- Review the L&D accomlishments vis-à-vis Strategic and Annual L&D Plans
- Determine broad L&D priorities for the next three years (for strategic planning) or for the year (for annual planning)
- Formulate L&D planning guidelines for L&D planning that will guide the different departments

TASK 3

LDD reviews relevant documents

As part of the preparation, LDD gathers and organises documents that serve as input to strategic L&D planning:

- Executive-Legislative Agenda, LCE’s prounouncements, etc.
- Previous Strategic HR Plan, and Strategic and Annual L&D Plans
- Previous Annual L&D Monitoring and Evaluation Reports
- PRIME-HRM Assessment and Status Report on L&D

LDD does an initial review of the documents, prepares summaries as necessary, and notes significant data or information that might need to be flagged for the L&D Committee’s attention, e.g., achievements or successes in L&D, difficulties encountered, facilitating and hindering factors, lessons learned, and recommendations for consideration.

LDD packages these materials and sends them in advance to L&D Committee members for review prior to the workshop.

TASK 4

L&D Committee holds L&D Planning Workshop

The LCE or his/her representative chairs the L&D Committee’s Planning Workshop.

As the secretariat, LDD documents the proceedings and facilitates the formulation of the L&D planning guidelines. See next page for more information on L&D planning guidelines.

TASK 5

L&D Committee issues L&D planning guidelines

The L&D Committee signs and sends out the L&D planning guidelines to all offices.

Notes

What are L&D planning guidelines?

L&D planning guidelines are a set of parameters for conducting the strategic and annual L&D planning.

Why are L&D planning guidelines needed?

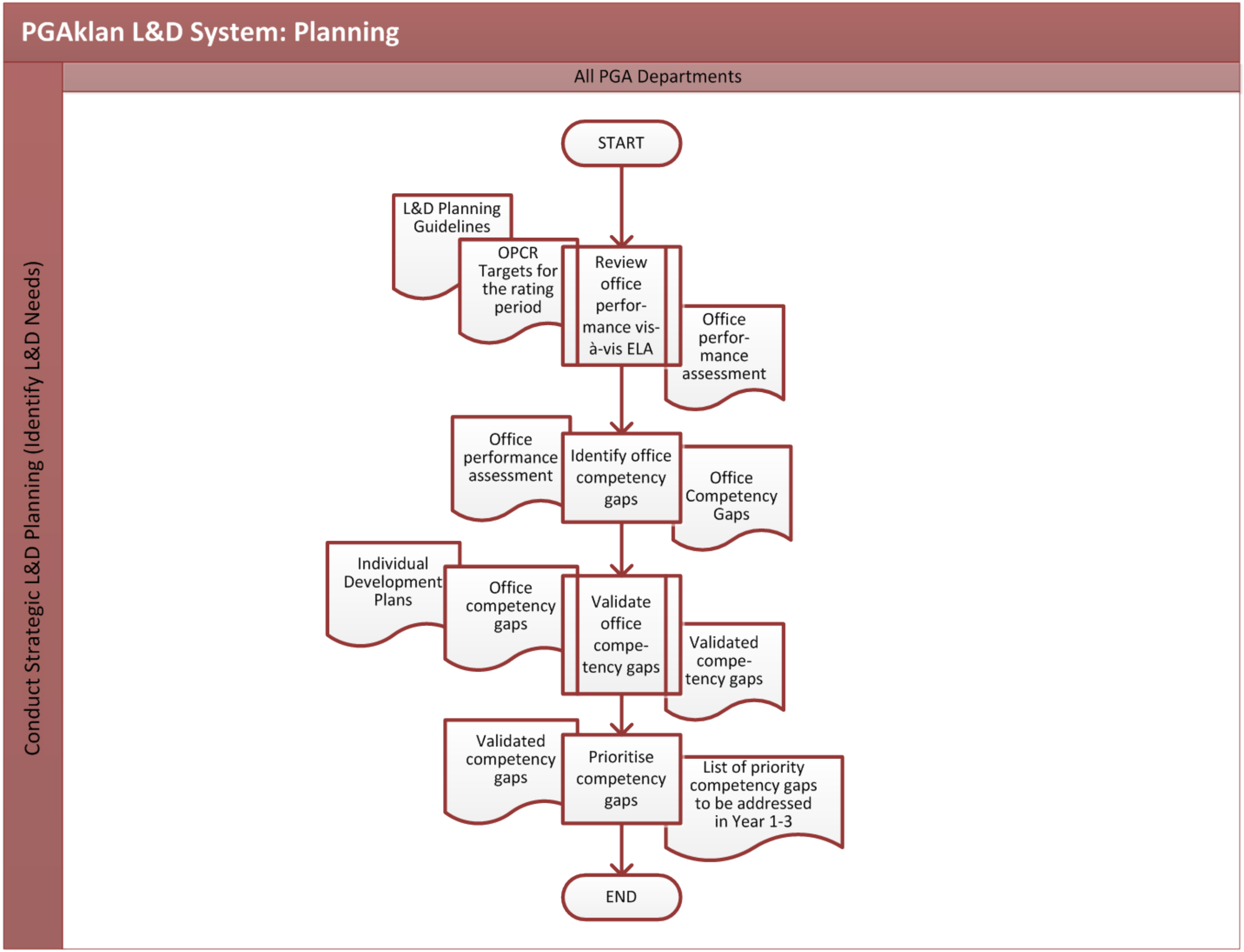
L&D planning guidelines ensure that L&D Plans are developed from a common perspective of PGA priorities, and use a standard process and set of tools or templates.

What is in the L&D planning guidelines?

Guidelines for L&D planning can include the following sections:

Strategic L&D Planning	Annual L&D Planning
I. L&D gains and challenges of the previous term II. ELA goals and objectives III. Priority L&D areas for the next three years based on ELA/ PGA strategic directions IV. Expected L&D planning outputs (e.g., completed Strategic L&D Plan in the prescribed template) V. L&D planning schedule (e.g., major activities, schedule/ deadlines, roles and responsibilities, etc.)	I. L&D gains and challenges of the previous year, including status of L&D interventions (completed/ ongoing) II. ELA goals and objectives for the year, including updates, if any VI. Priority L&D areas for the year based on ELA/ PGA strategic directions III. Expected L&D planning outputs (e.g., completed Annual L&D Plan in the prescribed template) IV. L&D planning schedule (e.g., major activities, schedule/ deadlines, roles and responsibilities, etc.)

Figure 3. Activity A2. Conduct Strategic L&D Planning (Identify L&D needs)



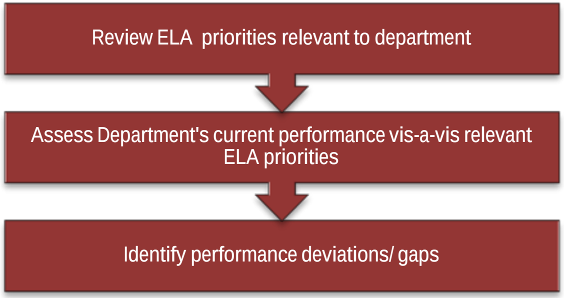
Activity A2

Conduct Strategic L&D Planning (Identify L&D Needs)

Following the L&D planning guidelines issued by the L&D Committee, the departments proceed to identify and prioritise their L&D needs. Members of HR Core Team and PGA Facilitators' Pool are tapped to assist and facilitate this activity.

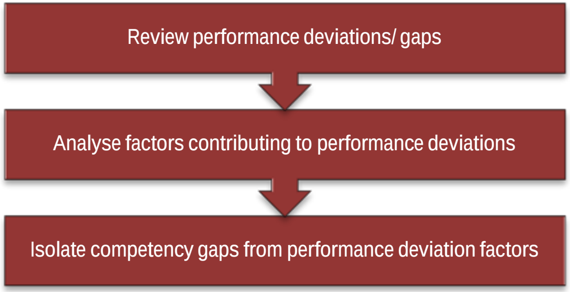
Departments review office performance vis-à-vis ELA priorities

For this task, data from the latest SPMS review of the OPCR is one of the main sources of data to assess the department's performance. Additional data may need to be gathered for new ELA priorities that are not among the department's current targets to gauge its capacity to achieve those priorities.



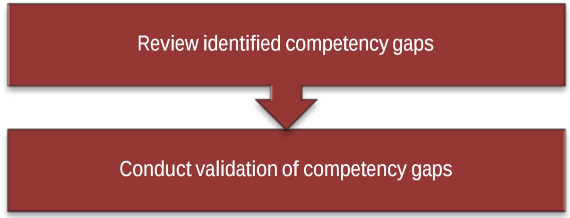
Departments identify office competency gaps

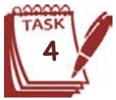
This task analyses the reasons for performance deviations or gaps. This may include unclear or inefficient procedures, inadequate resources, or lack of competency. It is important to isolate the factors related to the abilities of people to do their job well, as these provide indications of where L&D interventions may focus.



Departments validate competency gaps

Departments need to validate competency gaps that have surfaced in the previous task to ascertain the level of proficiency of job performers. This will inform the selection of appropriate L&D interventions to address specific competency gaps.



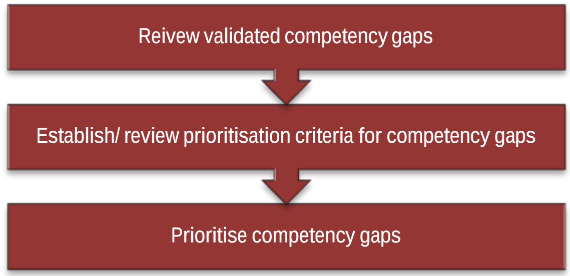


Departments prioritise competency gaps

The identified competency gaps need to be prioritised given limitations in time and resources for L&D interventions.

The result of this task should be the prioritisation of competency gaps that will be addressed in each of the three years of the Strategic L&D Plan, i.e., which competency gaps will be the focus of Year 1? Year 2? Year 3?

See next section on Prioritising Competency Gaps.



Notes

How is the analysis of L&D needs documented?

The template for ELA Goals and Objectives Status and Competency Gaps Worksheet in Annex A provides a guide for identifying and analysing L&D needs. The steps for accomplishing the template are summarised below.

Figure 4. ELA Goals and Objectives Status and Competency Gaps Worksheet

ELA Goals and Objectives	Performance Indicators	Current Status			Competency Gaps	Priority Score	Job Performers		
		Accomplishments	Performance Gaps	Reasons for Gaps			Office/s	Position/s	Status of Employment
Staff recruitment, selection and succession planning processes are merit based, gender sensitive, and comply with government requirements.	Recruitment/ Placement of right people in the right jobs	Some competent job order employees hired for permanent positions	The recruitment and selection system is not documented. Some qualified recruits (based on QS requirements) do not have needed competencies to perform on the job.	Minimum requirements for positions do not specify competencies and qualifications needed to effectively perform functions of the position. No system for evaluating competencies. Inadequate competencies of HRMO personnel responsible for RSP.	Developing and installing a Recruitment, Selection, and Promotion (RSP) System • Developing competency models • Developing competency-based job descriptions • Reviewing appointment papers	30 30 28 27	PHRMO RSP Division , HRM Scholars and selected AO's	Administrative Officer	Permanent
1	2	3	4	5	6	7	8	9	

1	Cull **Goals and Objectives** from the ELA.
2	Capture corresponding **Performance Indicators**, also from the ELA.
3	Identify actual **Accomplishments** on each indicator, to date.
4	Describe the **Performance Gap**, if any, i.e., if the indicator has not been met, what is the shortfall in performance?
5	Analyse **Reasons for the Gaps**. Performance gaps may be the result of inefficient systems or processes, inadequate resources, lack of competencies, among others.
6	From the Reasons for the Gaps, isolate the factors related to **Competency Gaps.**
7	Determine the **Priority Score** for each identified competency gap. You may use the prioritisation process in the next page.
8	Identify the **Offices** to be targeted. An office may be a department, division, or unit.
9	Determine the **Position/s** of the targeted job performers and their **Current Status of Employment.**

Do Competency Gaps need to be validated?

Yes. The competency gaps identified in the previous activity are validated to ascertain the job performers' current level of proficiency. This clarifies effects of competency gaps on the PLGU, in terms of adverse consequences, urgency of needed action, and potential problems that may arise if the gaps are not addressed in a timely manner.

Possible sources of data for validation include:

- Input of job performers and supervisors
- Accomplishment reports of offices
- Monitoring and evaluation reports of projects
- Input of consultants, if needed
- Feedback from users of products and services

The output of the validation is a competency profile of specific job performers, indicating their current level of proficiency in each of the identified competencies.

How do you Prioritise Competency Gaps?

Using data gathered from the previous activity, ascertain priority level of competency gaps. Following is a suggested framework covering three criteria to organise data: seriousness, urgency, and growth potential (SUG).

To facilitate the process of prioritising, points maybe assigned to each criterion. For example: 10 for seriousness, 10 for urgency, and 10 for growth potential.

Based on the data gathered, the seriousness/urgency/growth potential of the competency gap is scored, with 10 as the highest point for each. The points are then added; the higher the total score, the higher the priority rating of the competency gap. See Annex B for the template.

Seriousness

- What are the current negative effects of the competency gap on PGA/ Department targets? On clients? On PGA image? On costs?

Urgency

- How much time does the PLGU have to address the competency gap this before action becomes irrelevant? Any set deadline?

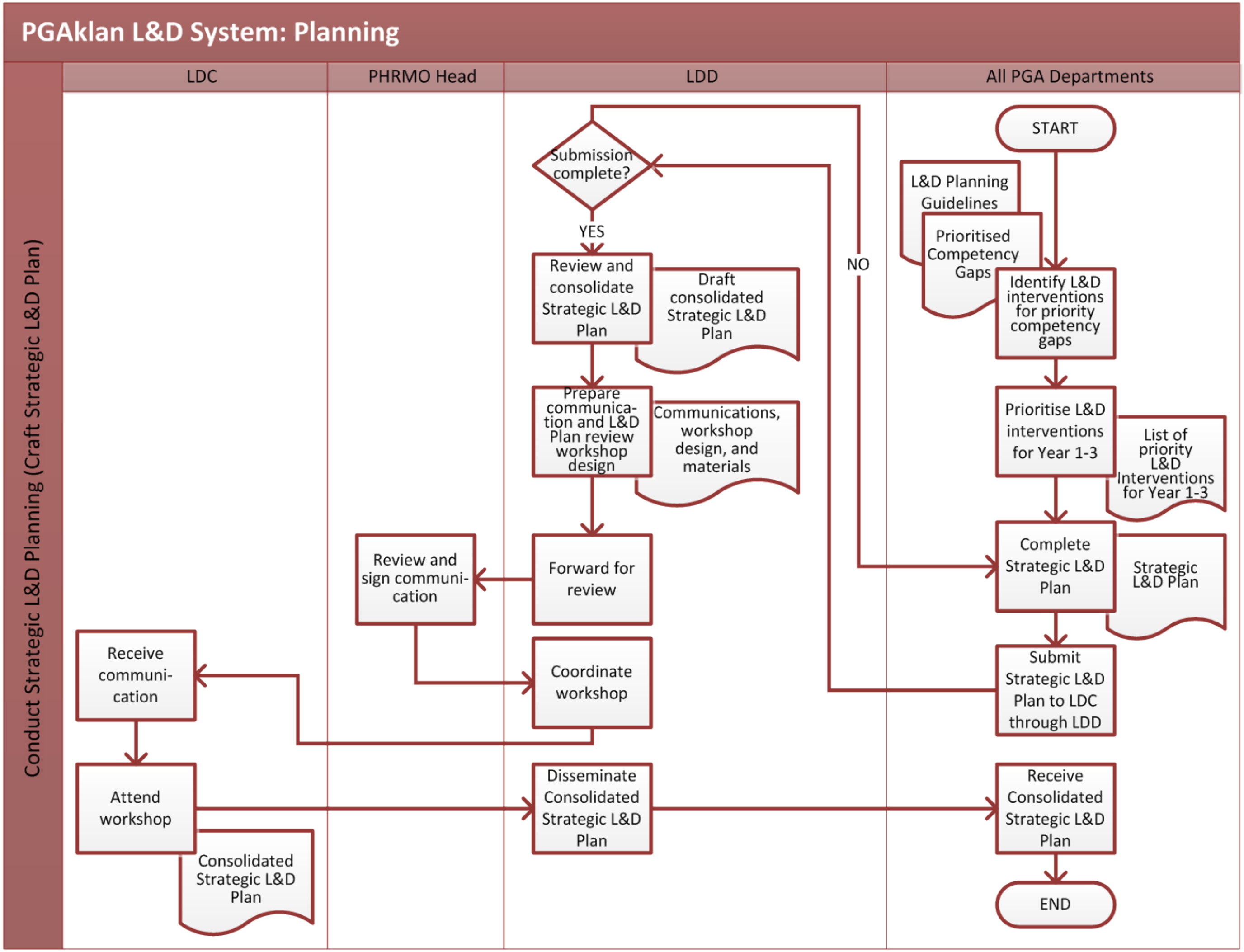
Growth Potential

- What will happen if this competency gap is not addressed? Will the present problems be bigger if the competency gaps is not addressed immediately?

Figure 5. Competency Gap Prioritisation Worksheet

Competency Gaps	Seriousness	Score	Urgency	Score	Growth Potential	Score	Total
Developing competency models	Knowledge, skills, abilities, attitudes and traits required to employees to achieve peak job performance are not identified and well-defined.	10	For implementation in 2014 Competency models will serve as foundation for the development of competency-based HR systems	10	Job fit and high performance will not be achieved.	10	30
Developing Competency-Based Job Descriptions	Demoralization among and overburdening of employees due to multi-tasking. Quality of service is affected by poorly-designed functions performed by staff.	10	Should ideally be implemented soonest to mitigate potential risk of decline in performance of competent staff. Would be a component of the RSP system development for implementation in Year 2.	8	Continued inaccuracy of job descriptions will increase inefficiency in performance of jobs. Inefficiency leads to high cost of services.	10	28
Reviewing appointment papers	Disapproved/ invalidated/ returned defective appointments by CSC for existing and new positions. Not a good indicator that PGA can properly act on appointments.	9	The PGA needs to maintain or level up CSC accreditation PHRMO should improve its credibility as a leading office in managing and developing PGA human resources	9	Inefficient processing of appointments may yield more CSC disapproval and result in PGA's loss of PRIME HR accreditation.	9	27

Figure 6. Activity A3. Conduct Strategic L&D Planning (Craft Strategic L&D Plan)



Activity A3

Conduct Strategic L&D Planning (Craft Strategic L&D Plan)

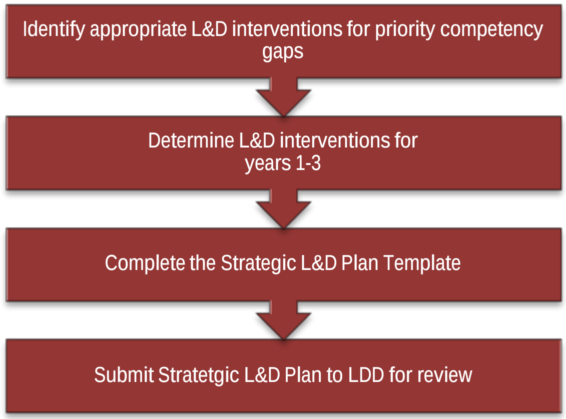
This activity involves putting together the Strategic L&D Plan that is based on the needs analysis that was done in the previous activity.

TASK 1

PGA departments undertake L&D planning

This task builds on the outputs of the previous activity and involves identifying and prioritising L&D interventions.

The departments submit a Strategic L&D Plan. See page 26 for list of documents.



TASK 2

LDD reviews submissions from departments

LDD checks the Strategic L&D Plans submitted by departments to ensure compliance with L&D Planning guidelines. LDD may seek clarification or additional information from the departments, if necessary.

LDD consolidates the plans and identifies interventions that cut across departments. It also determines the appropriate sequencing of interventions, e.g., some interventions may be a pre-requisite to another intervention, and therefore should be implemented first.

TASK 3

LDD coordinates and prepares for the L&D Committee's workshop to review the Strategic L&D Plan

LDD ensures that all preparation and arrangements for the workshop with the L&D Committee are done.

TASK 4

L&D Committee reviews consolidated Strategic L&D Plan

The L&D Committee reviews and deliberates on the consolidated Strategic L&D Plan. Some considerations in the review:

- Alignment of interventions to PGA priorities in the ELA
- Common needs across departments that can be best addressed by a PGA-wide intervention (these are lodged in the L&D Plan of the PHRMO-LDD)
- Areas of convergence or interventions that can address common needs of a cluster of related departments

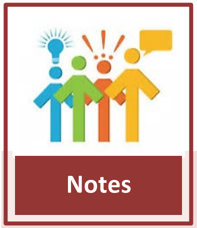
At the end of the workshop, the L&D Committee may: (1) endorse the Strategic L&D Plan that will be the basis for the departments' Annual L&D Plans, or (2) seek clarification or further input/data from concerned departments to support its endorsement.

See page 27 for suggested outline of the consolidated Strategic L&D Plan report.

TASK 5

LDD disseminates the consolidated Strategic L&D Plan

LDD sends copies of the plan to the departments and provides them feedback regarding their section of the consolidated Strategic L&D Plan.



What do the departments submit to the L&D Committee (through LDD) as input to the PGA Strategic L&D Plan?

The submission will consist of the following:

1. **List of Previous Year's L&D interventions and Status**, using the matrix below (see template in Annex C):

Title of L&D Intervention	Inclusive Dates of Implementation/ Status (completed/ ongoing)	Gains

2. **Competency assessments**, if any. Include the results of the validation of competency gaps that was done by the Department as part of Activity A2.
3. **ELA Goals and Objectives Status and Competency Gaps Worksheet**. See Figure 4 on page 19.
4. **Competency Gaps Prioritisation Worksheet**. See Figure 5 on page 22.
5. **List of Prioritised Competency Gaps and L&D Interventions for Years 1-3**, using the matrix below (see template in Annex D):

Year	Title of L&D Intervention	Mode of Intervention	No. of Targeted Participants
<1>			
<2>			
<3>			

For Mode of Intervention, indicate the:

- o Type of intervention, e.g., training, workshop, coaching, on-the-job training, seminar, etc.
- o Estimated number of days per type of intervention

What does the consolidated Strategic L&D Plan contain?

The following are suggested sections of the consolidated Strategic L&D Plan to be initially drafted by LDD, and finalised by the L&D Committee. The contents are based on their review of the submissions from different departments.

I. Executive Summary

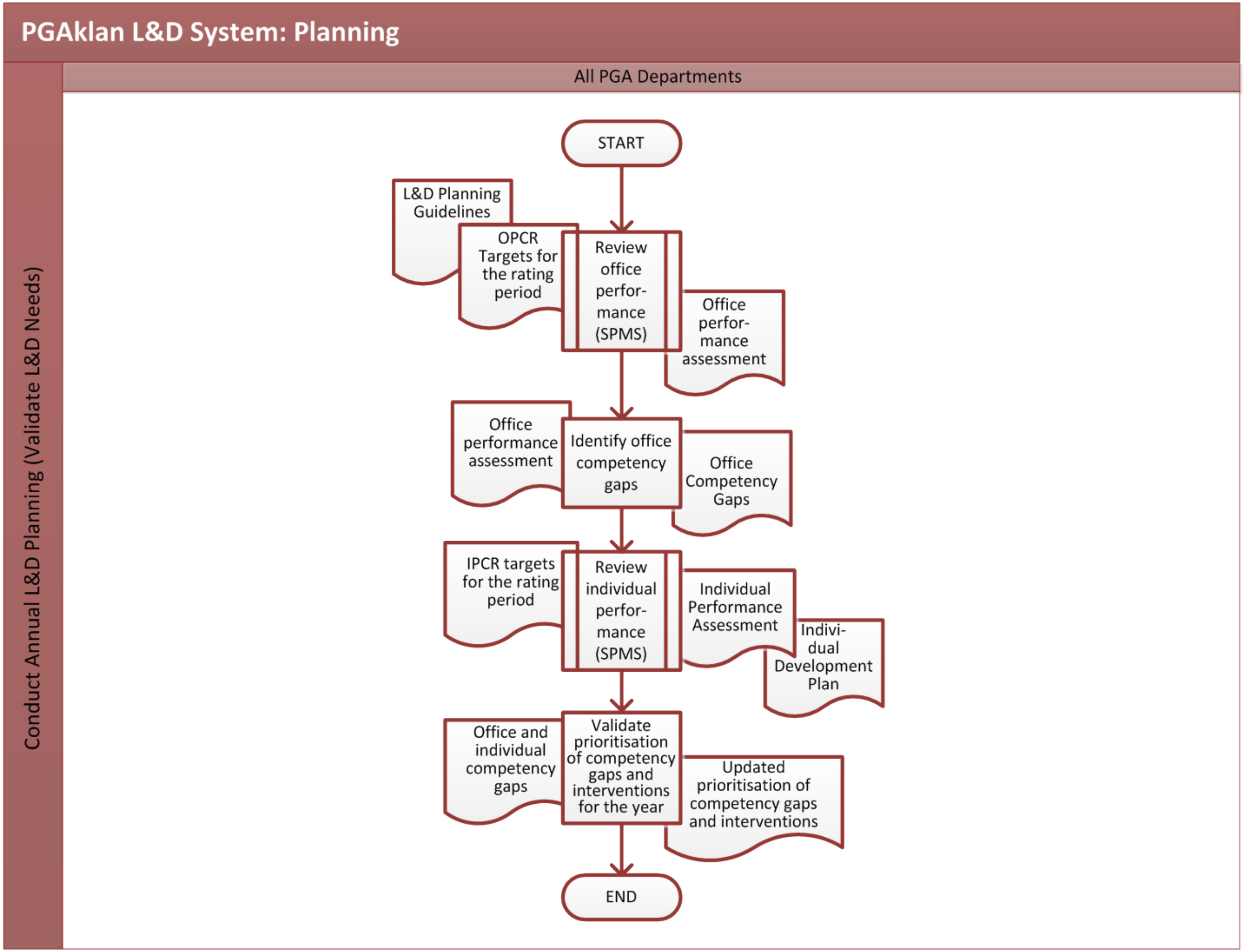
II. Objectives of the Strategic L&D Plan for <the next three years>
- General and Specific Objectives
- Scope of the Plan
- Methodology
- Limitations of the Plan

III. Provincial Government of Aklan Strategic Directions
- Vision, Mission
- ELA Goals and Objectives
- Human Resource Strategic Directions (HR Vision and Philosophy)
- Learning and Development Goals and Strategies

IV. Learning and Development Situationer
- Status of the L&D Function
- Implementation of L&D Interventions (Completed/ Ongoing Interventions)
- Insights from Implementation of L&D Interventions
- Assessment of Competencies

V. Learning and Development Priorities for <the next three years>

Figure 7. Activity B1. Conduct Annual L&D Planning (Validate L&D Needs)



Activity B1

Conduct Strategic L&D Planning (Validate L&D Needs)

This activity links closely with PGA's Strategic Performance Management System (SPMS). The results of the SPMS, particularly in the Performance Review phase, serve as basis for validating competency gaps that were initially identified during the Strategic L&D Planning. If SPMS is not yet available, the process used in Activity A2 Strategic L&D Planning (Identify L&D needs) may be followed. See page 17 for more details.

TASK 1

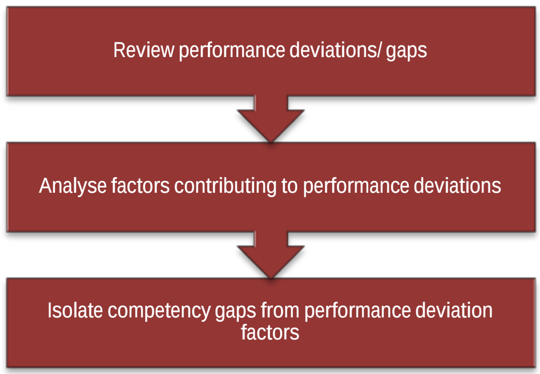
Departments review their office performance using SPMS

For this task, the prescribed process for Performance Review in SPMS is followed. The Annual L&D Planning usually starts around August each year. By this time, departments may have already completed their OPCR review. Departments can use their most recent performance assessment, as take-off point for the validation of L&D needs.

TASK 2

Departments identify office competency gaps

This task builds on the office performance review by analysing the reasons for performance deviations or gaps. There may be various reasons for the gaps, such as unclear or inefficient procedures, inadequate resources, and lack of competency. It is important to isolate the factors related to the abilities of people to do their job well as these provide indications of where L&D interventions may be targeted.



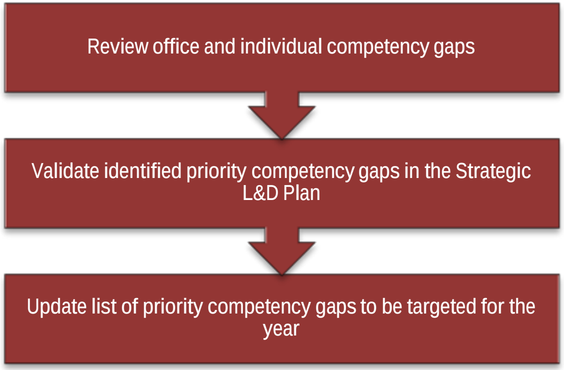
Supervisors with their employees review individual performance using SPMS

After reviewing the OPCR, supervisors conduct a performance review of each employee. At the end of this process, the employee's performance is rated and an Individual Development Plan (IDP) is formulated.

The IDP captures the competency areas in which the employee needs to improve to address any performance gaps, and identifies appropriate interventions to address them.

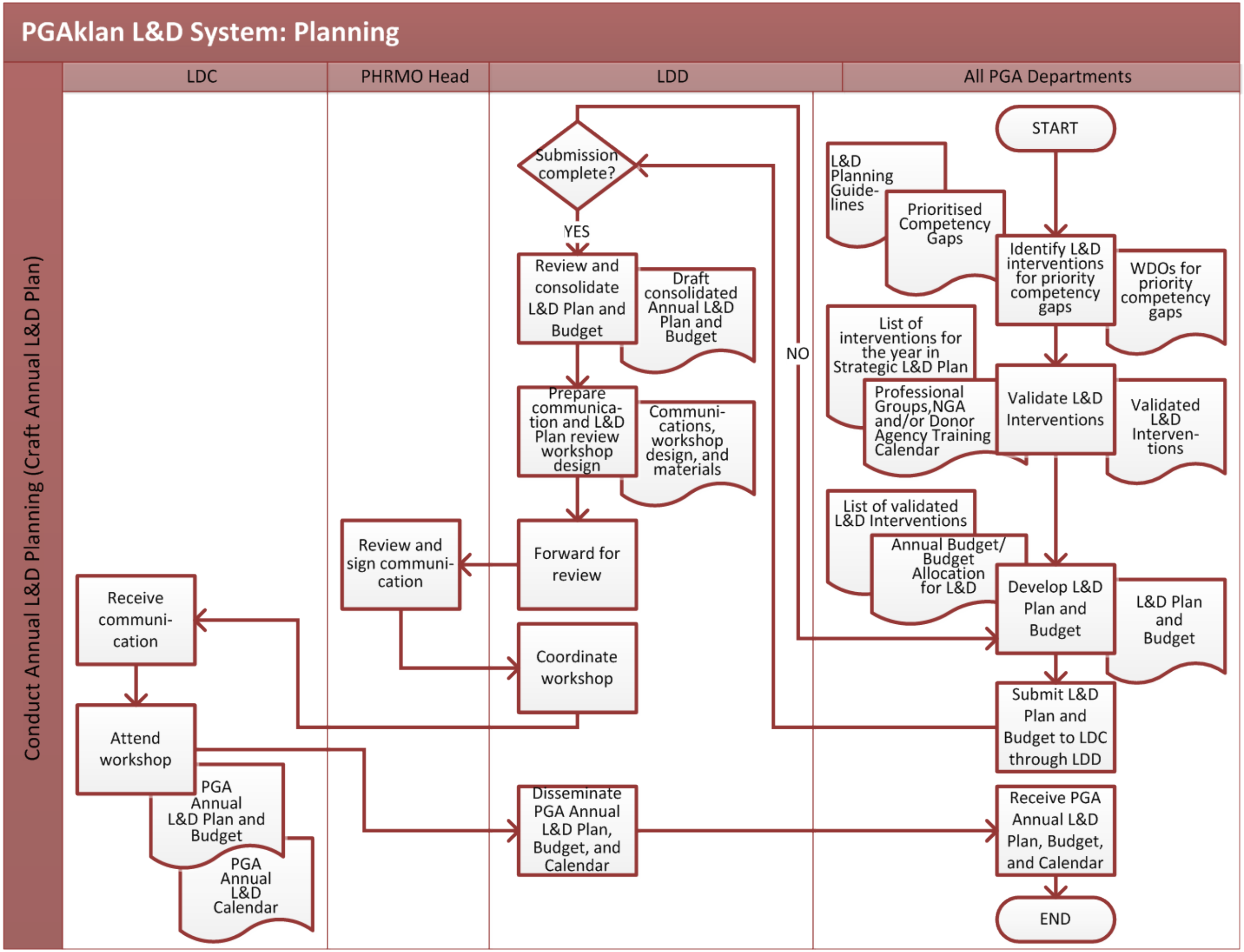
Departments validate the prioritisation of competency gaps

This task is undertaken during the annual planning for Years 2 and 3. The results of the previous tasks are compared to the priority competency gaps identified for the year in the Strategic L&D Plan. There may be changes, especially if there are new strategic directions for PGA.



> Task 4 may not be necessary and may be skipped if it is Year 1 of the planning process. The validation process that is done as part of Activity A2 may be sufficient basis for the prioritisation of Year 1 L&D interventions.

Figure 8. Activity B2. Conduct Annual L&D Planning (Craft the Annual L&D Plan)



Activity B2 — Conduct Strategic L&D Planning (Craft L&D Plan)

This activity involves putting together the Annual L&D Plan that is based on the validation of learning needs and interventions.

TASK 1 — PGA departments undertake L&D planning

This task involves going through the process of formulating Workplace Development Objectives and completing the Annual L&D Plan template. The detailed steps are found in page 35 to 36.

TASK 2 — LDD reviews L&D Plans and Budgets

LDD checks the L&D Plans and Budgets submitted by the departments to ensure they have been properly accomplished based on the L&D planning guidelines. LDD may seek clarification or additional information from the departments, if necessary.

TASK 3

LDD coordinates and prepares for the L&D Committee's workshop to review L&D Plan and Budget of Departments

When the LDD finds the L&D Plans and Budgets in order, it starts the preparation for the L&D Committee's workshop to review them.

TASK 4

L&D Committee reviews L&D Plans and Budgets

The L&D Committee reviews and deliberates on each department's L&D Plan and Budget. Some considerations in the review:

- o Alignment of interventions to PGA priorities in the ELA
- o Common needs across departments that can be best addressed by a PGA-wide intervention (these are lodged in the L&D Plan of the PHRMO-LDD)
- o Areas of convergence or interventions that can address common needs of a cluster of related departments
- o Appropriateness of proposed budget

At the end of the workshop, the L&D Committee may: (1) endorse the L&D Plans and Budgets for inclusion in concerned department's Work and Financial Plan, or (2) seek clarification or further input/data from concerned departments to support its endorsement.

TASK 5

LDD disseminates PGA L&D Plan, Budget, and Calendar

LDD disseminates and provides feedback to departments regarding their L&D Plan and Budget.

TASK 6

Departments incorporate the L&D Plan and Budget in their Work and Financial Plan

The L&D Committee-endorsed L&D Plan and Budget becomes part of the department's Annual Plan.

Notes

What are Workplace Development Objectives?

Workplace Development Objectives (WDO) capture a hierarchy of objectives that describes the planned gains from an intervention. The objectives become more strategic as the process moves up from identifying those related to competencies to development impact.

The PGA can be guided by the following questions in formulating the WDOs for its planned L&D interventions:

- Competency: What tasks can learners perform better due to improved competency?
- Outputs: What outputs will learners produce as a demonstration of their improved competency?
- Outcome: What are expected improvements in the PLGU's processes, systems, strategies, policies, and structure?
- Impact: What improvements in service delivery are expected? How will clients benefit from these?

This step is crucial in developing the monitoring and evaluation (M & E) plan for L&D interventions. The objectives serve as the reference points in tracking and assessing the implementation and effectiveness of L&D interventions.

Figure 9. Workplace Development Objectives

How do you accomplish the Annual L&D Plan Template?

The steps for completing the Annual L&D Plan is summarised below. Details about each step follow in the next page. See Annex E for the template.

1	2	3	4	5			6												7					8
Desired Outcome/s	Outputs to be Produced	Learning Objectives	Proposed L&D Intervention	Target Learners			Planned Schedule												Support Requirements					Source of Funds
				Number	Office/s	Position/s	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Financial	Human Resource	Logistic	Executive Sponsorship	Other	

Figure 10. Annual L&D Plan Implementation Matrix

1	Clarify the **Desired Organisational Outcome** that is expected to result from improved competencies.
2	Identify **Outputs** that will contribute to the Desired Outcome and will be produced by learners as a demonstration of their new competencies.
3	Formulate **Learning Objectives** for each of the prioritised competency gaps.
4	Determine appropriate **Proposed Interventions** to achieve the Learning Objectives.
5	Identify the number, office/s and positions/s of **Target Learners.**
6	Plot the **Planned Schedule** of implementation.
7	Determine **Support Requirements** including the cost of L&D interventions**.**
8	Determine the **Sources of Funds.**

What are **Desired Organisational Outcomes**?

They are expected improvements in the PLGU's processes, systems, strategies, policies, and structure once competencies of job performers are addressed by the L&D intervention. Having clear organisational outcomes ensures that the L&D intervention is aligned to performance objectives. Outcomes can be derived from the performance analysis data in Activity C.

What are **Outputs**?

Outputs are tangible product/s produced by learners, such as plans, manuals, systems, processes, and others. Once used by the learners' office, the output will contribute to achieving the Desired Organisational Outcomes.

Learning Objective	Sample Outputs
• Using a template and following a set of guidelines, target PHRMO officers and staff members will be able to design HRD interventions that will address competency gaps of job performers.	• Design of orientation modules for new hires of the PLGU • Design of monthly learning session for Administrative Officers of the PLGU

What are **Learning Objectives**?

The learning objectives that will be developed for L&D planning purposes is at the "terminal" level; i.e., what target learners will be able to do or perform better at the end of the L&D intervention.

Competency Gap	Learning Objective
• There is no in-house competency in designing HRD interventions.	• Using a template and following a set of guidelines, target PHRMO officers and staff members will be able to design HRD interventions that will address competency gaps of job performers.

How do you identify ***appropriate L&D interventions****?*

An L&D intervention may be a program or activity that intends to address a competency gap.

In the choice of appropriate L&D intervention/s, consider the following factors:

- Learning objectives
- Expected outputs
- Profile of target learners
- Available time to address the gap
- Budget
- Other resources (e.g., facilities, equipment, technology, etc.)

The questions in the box on the right can help gather data on the above factors.

In some instances, an intervention may have to be supplemented by another to meet the learning objectives and deliver the expected output/s. For example, a classroom training session may be supported with workplace coaching to help participants prepare a particular output.

- What is the nature of performance required in the workplace? Does it involve application of Knowledge? Attitudes and values? Skills? Combination of these?
- What output/s will be produced during the intervention? After the intervention?
- What are peculiar learner characteristics that may impact choice of intervention? Consider: Learning styles, Competency level, Age group, Position level, Language proficiency, dedicated time, etc.
- How much time can the PLGU allot for the intervention?
- How much can the PLGU spend for the intervention? What other resources (e.g., venue, equipment, internal experts, etc.) does the PLGU have?

Following are some L&D interventions with brief description:

	Interventions	Description
1.	Training[2]	An intervention designed to provide individuals with knowledge, skills, or attitudes that may be applied immediately on the job.
2.	Cross-functional training	An intervention designed to provide individuals or groups with the knowledge they need to function with another unit or organization.
3.	Values clarification	An intervention designed to help assess or determine individual or group values.
4.	Job enrichment	An intervention designed to change job duties and expected results, providing job incumbents with greater responsibilities.
5.	On-the-job training[3]	An intervention designed to guide a person learn a job by actually performing it.
6.	Coaching	An intervention that involves providing one-on-one guidance and instruction to improve learners' knowledge and skills on specific tasks, and through this, work performance.
7.	Mentoring	Involves linking a more senior member of staff with a junior member of staff to develop the knowledge and skills tied to their desired career development plan.
8.	Benchmarking Study	Involves comparing an organization's practices and performance against those of others. It seeks to identify standards, or "best practices," to apply in measuring and improving performance. (http://www.mad.state.mn.us/benchmarking)
9.	Job shadowing	Involves spending a period of time with an expert, and observing everything being done that is related to the work that the learner is expected to accomplish on the job. (http://www.wisegeek.com/what-is-job-shadowing.htm)
10.	Degree course (Scholarship)	Involves enrolling learner on a field of study that is directly aligned to a performance area of the PLGU. Being a PAHRODF partner institution, PGA is entitled to nominate scholars to the Australian Awards.

A learning and development framework that has been a subject of a lot of discussion is the "70-20-10 Learning Philosophy" (Figure 11). This states that 70% of what people learn are really derived from informal, job-based, and practical experiences; 20% from coaching, mentoring, and other relationship or discussion-based activities, and only 10% from formal and structured learning interventions. While some say that these figures seem arbitrary, many HR practitioners and managers validate that it is in the workplace that a significant amount of learning happens.[1]

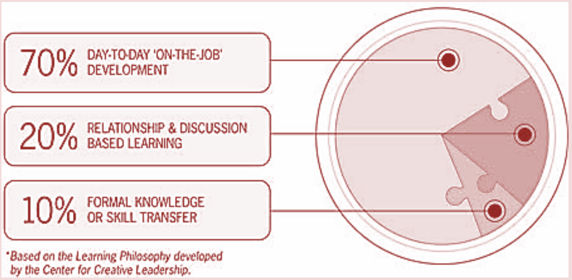


Figure 11. 70-20-10 Learning Philosophy

It is therefore important to look at the complementation of L&D interventions, and to remember that structured or classroom-based programs will have to be reinforced with workplace opportunities to demonstrate the behaviour. The probability that job performers will be successful in applying acquired competencies is enhanced by the supervisors' commitment and ability to coach and provide feedback to them.

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[1] http://www.seec.schulich.yorku.ca/Custom_Learning_Modalities.aspx

[2] Items 1-4: From McLean, G., Sullivan, R. (1989). Essential Competencies of Internal and External OD Consultants, p.8. Unpublished manuscript. (Cited in PAHRODF Design Specifications template)

[3] Items 5-7: Dessler, G., Lloyd-Walker, B., & Griffiths, J. (2007). HRM : theory, skills, application, 3rd ed.: Frenchs Forest, N.S.W. : Pearson Education Australia, 2007.

*Who are **Target Learners**?*

They are the group of job performers who need to acquire the identified competencies to be able to achieve performance targets. Their department or office also needs to be identified. It is also important to determine the number of target learners to guide planning and budgeting.

Other factors may be considered:

- Absorptive capacity of unit to send target participant/s to L&D intervention
- Willingness of supervisor to send target participant/s to L&D intervention
- Willingness of target participant/s to attend L&D intervention
- Availability of target participant/s to attend L&D intervention
- Employment status of target participant/s
- Available budget to support all target participants

The data along these additional factors may be used to recommend and discuss specific actions with department heads of target learners. (For example, limiting the number of participants from a unit so that work performance and service delivery are not hampered.)

Proposed HRD Intervention	Target Learners		
	Number	Office/s	Position/s
Application of Net-R9 and Net-R3 with Baseline Correction --Training (3 days) -- Coaching (5 days with field activity)	15	PEO, MIS, PPDO	Planning Engineers/Officers, Survey Team, IT Analyst
Traffic Data Collection and Recording --Training/Workshop (2 days with field activity)	30	PEO, MIS	Planning and Maintenance Engineers, IT Analyst

*What are the considerations in **plotting the implementation schedule**?*

In plotting the schedule of prioritised interventions over a one-year period, consider the data surfaced in the previous steps (e.g., prioritisation of competency gaps, available funds, nature of L&D interventions, etc.).

- Which of the interventions need to be implemented first? (Or, what competency gaps need to be addressed first?)
- Can the PLGU implement simultaneous interventions?
- How many interventions can the PGA realistically implement during the period?

*How do you determine the cost of the L&D intervention and other **Support Requirements**?*

The outputs in the previous steps (e.g., learning objectives and outputs, types of L&D intervention/s, number and profile of participants) are all important factors in determining budget and other resources needed to implement the L&D intervention.

Following are some cost items when implementing L&D interventions:

Venue and accommodation

- Where will the intervention be implemented? (If off-site, will it be residential or not?)
- What activities are planned (plenary or small group workshops, socials, etc.)
- Are meals going to be provided?
- How much is the per diem, if this will be provided?

Transportation

- If activities will be conducted off-site, how will participants travel to the venue?
- Will transportation allowance be provided?
- What activities will require transportation arrangements?

Supplies, equipment, and technology

- What equipment will be needed? Is there a need to rent?
- Will participants be given a training kit?
- Are there handouts and other materials that need to be reproduced?
- What learning materials or instructional aides are needed?
- Are there activities that will require access to the internet?

Communication

- Would there be a need for long-distance/overseas communication?
- Would materials be mailed via courier to participants and/or service providers?

Professional fees

- Does the PLGU need to contract services of external service providers to design and/or implement HRD interventions?

When estimating cost and other support requirements, do not focus only on the actual conduct of the intervention. Factor in all expenses related to pre- and post-implementation activities.

Remember to include a contingency fund in the costing of L&D interventions to provide for unexpected expense items or unforeseen increase in costs. At least 10% (of total cost) contingency fund is recommended.

Other support requirements before, during, and after actual implementation also need to be identified. Among others, these may include:

- Executive sponsorship (e.g., a special order or travel order, if intervention involves travel of participants)
- Staff support to manage L&D intervention
- Approval from oversight agencies (e.g., CSC, DILG, etc.)
- Memorandum of agreement with partner agencies or donor organizations that will help in the execution of the intervention

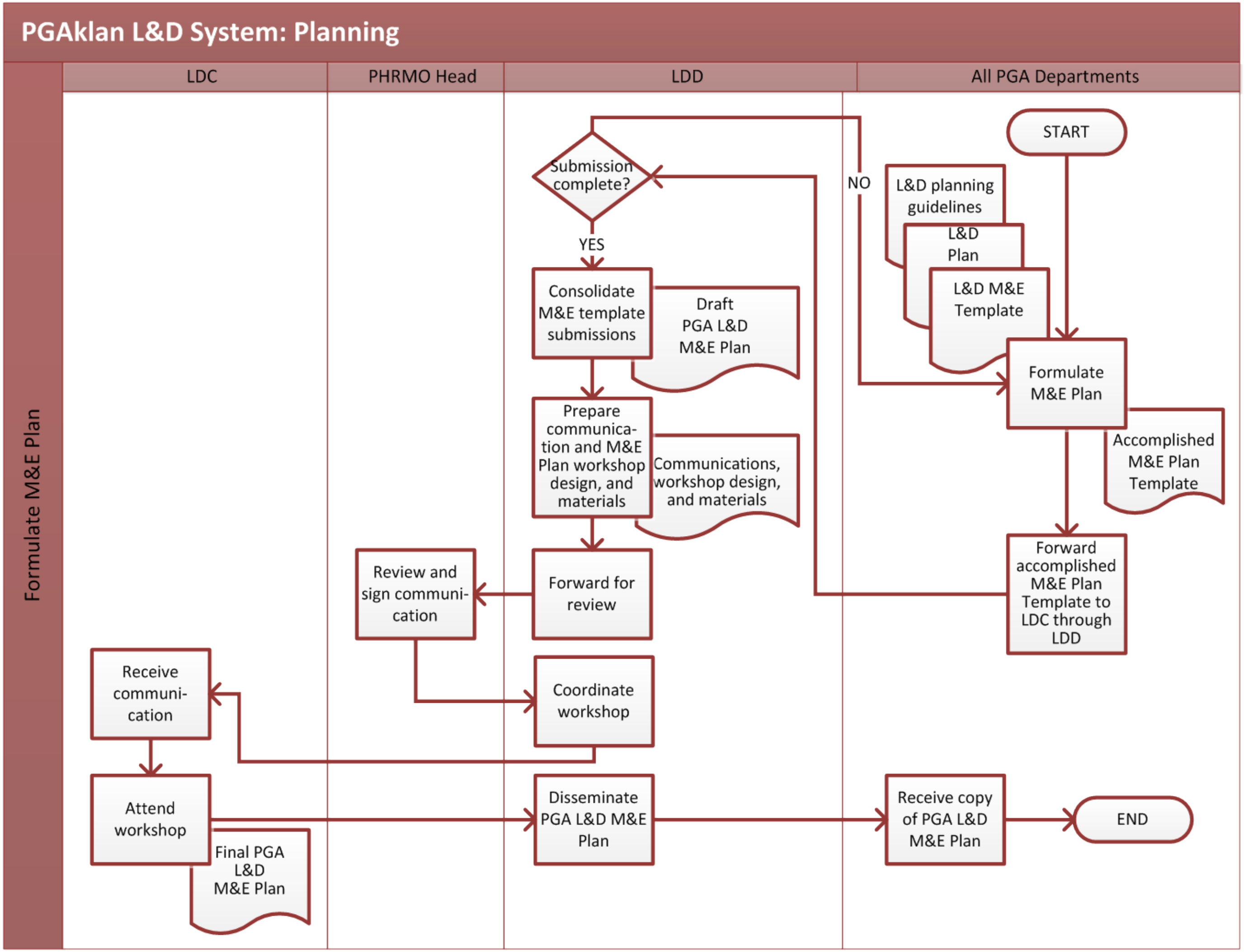
*Why determine the **Sources of Funds**?*

The PLGU may not always have enough resources to fund the implementation of all interventions. It may have existing partnership with donor organisations (e.g., Australian Aid) or it can explore other funding sources to support specific L&D interventions.

Some questions to ask:

- Where will the PGA get the money to fund the L&D intervention?
- Does the PLGU have the financial capacity to fund the intervention fully or partially?
- Does the PGA have partnerships with donor or learning organisations that can fund the intervention fully or partially?
- Are there potential funding sources that can be explored?

Figure 12. Activity C. Formulate M&E Plan



Activity C — Formulate Monitoring and Evaluation (M&E) Plan

In this activity, departments develop the M&E Plan for their L&D interventions. Successful M&E starts with good planning. Clarifying what need to be achieved through the L&D interventions lays the foundation for M&E. Without good planning and objective setting, M&E will not be able to determine whether the interventions are successful or not.

TASK 1 — Departments formulate M&E Plan for their L&D interventions

In this task, the departments go through the process of completing the template for the M&E Plan. Detailed steps are found in pages 45 to 50.

TASK 2 — LDD reviews L&D M&E Plans

The L&D M&E Plans of the departments are reviewed by the LDD to ensure they are properly accomplished. LDD then endorses them to the L&D Committee for approval.

TASK 3 — LDD coordinates and prepares for the L&D Committee's workshop to review L&D M&E Plans

When the LDD finds the M&E Plans in order, it starts the preparation for the L&D Committee's workshop to review them.

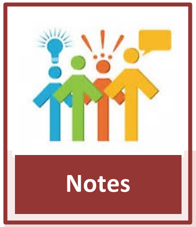
Prepare communications
↓
Design L&D Committee workshop to review M&E Plans
↓
Prepare workshop materials
↓
Send workshop materials to L&D Committee

L&D Committee reviews L&D M&E Plans

The L&D Committee ensures that the L&D M&E Plans are aligned with the overall PGA M&E Plan.

LDD disseminates PGA L&D M&E Plans

Once the L&D Committee approves the M&E Plans, LDD communicates with the departments and sends them a copy. Departments, in turn, incorporate the L&D M&E Plan in the departments' own M&E Plan.



What are the steps in completing the M&E Plan Template?

Below are the steps for accomplishing the M&E Plan. See Annex F for the template.

Part 1: Background Info on the Intervention
Provide relevant information about the intervention.

1

Intervention Title:	Development of EMP, including orientation on Environmental Impact Assessment (EIA)
Planned Schedule:	April 2014
Target Learners (Office/Positions):	PEO, AKENRO, PPDO/ Maintenance Engineers, APE, PE, Prov'l. ENRO, Planning Officers, PPDC
Number of Target Learners:	25
Financial Requirements:	P 210,000.00
Source of Funds:	PRMF

Level of M&E	2 Indicators (What will you measure?)	3 Methods/ Tools	4 Data Sources	5 When to M&E?	6 Person/s Responsible
Level 4: Desired Outcome	All road projects consider environmental risks identified in Environmental Impact Assessment (EIA) and comply with the Philippine Environmental Impact Statement System (PEISS)	Documents Review	Environmental Management Plans for road projects	1 year after the training	Process Owner: AKENRO
Level 3: Application	Participants develop Environmental Management Plans (EMPs) for the different provincial road projects.	Documents Review Interview of the participants	Environmental Management Plans Participants	3 months after the training	Process Owner: AKENRO M&E Team of Learning and Development Division

Level 2: Learning	Participants are able to: • prepare a draft EMP • discuss the application of the Environmental Impact Assessment (EIA) in road projects	Documents Review	Training Outputs	During the training	Facilitator/Training Team
Level 1: Learners' Reaction	Achievement of training objectives Favourable feedback on effectiveness of learning environment	Post Training Evaluation Sheets	Participants	At the end of training	Training Team

1	Cull the background information about the intervention.	4	Identify the data sources.
2	Identify what will be measured at each M&E level.	5	Determine the schedule of M&E.
3	Identify the methods and tools used to measure each indicator.	6	Identify the person/s responsible.

What do you include in the Background Information?

Because changes in target learners (office, position, number), schedule, and financial requirements of each L&D intervention will be monitored, these elements are noted in Part 1 of the M&E Plan template on the Background Information. Most of this information is merely lifted from the HRD Implementation Plan.

During the development of the L&D Plan, it is sufficient to indicate only a tentative schedule for the L&D intervention. However, the schedule should be updated with specific dates and duration (e.g., how long is the intervention, e.g., 1 week, 3 months) once these are determined, usually during the designing and planning of particular interventions. Similarly, the Target Learners and Financial Requirements may be adjusted, as necessary.

What do you measure at each M&E level?

Part 2 focuses on each L&D intervention in the L&D Plan, specifically its desired outcomes, outputs, and learning objectives.

Level	Key Question	What it measures
Level 1: Reaction	*How did the participants react to or feel about the L&D intervention?*	Learning environment (e.g., training objectives, content, methodology, learning aids, timing, delivery, logistics, overall satisfaction)
Level 2: Learning	*What required knowledge, skills, and orientation did the participants acquire as a result of L&D intervention?*	Acquisition of targeted competencies (i.e., knowledge, skills and attitudes)
Level 3: Application	*To what extent are the newly-acquired skills, knowledge, or attitude being demonstrated in the participant's everyday environment?*	Demonstration of competencies or desired behaviour on the job
Level 4: Desired Outcome	*What are the tangible gains of the organisation from the L&D intervention?*	Improvements in • Process and systems • Client satisfaction • Condition of the client

Note: This is largely adapted from Kirkpatrick's Four Levels of Evaluation. The labels of the 4 levels were adjusted to align with the language/ labels used in the L&D Plan.

What are M&E Methods and Tools?

Methods are procedures for gathering M&E data, and tools are instruments that aid in the data gathering, such as interview guides, checklists, etc. Below are some of the possible methods for each level of L&D M&E.

Method	M&E Level			
	1 Learners' Reaction	2 Learning	3 Application	4 Desired Outcomes
Survey, questionnaire, interview, focus group discussion	✔	✔	✔	✔
Action Planning		✔	✔	✔
Observation		✔	✔	
Pre- and Post-Test		✔		
Simulation		✔		
Assessment of training outputs, work samples		✔		
Validation			✔	✔
Assessment of key business and HR metrics				✔

The table below briefly describes each methodology and provides some examples of tools.

Method	Description	Possible Tools
Survey	• Involves developing a set of questions or statements that can surface data related to learners' reactions and KSAs acquired by learners • Often used for reaction and learning levels	Survey questionnaire
Interview	• Collection of data by asking questions from an individual considered knowledgeable on the topic at hand • Useful in gathering feedback on improvements in trainees' behavior from various sources at all levels of evaluation	Interview guide
Focus Group Discussion	• Obtaining in-depth information on concepts, perceptions and ideas of a group of carefully-selected people • Provides opportunity to collect/validate and process data from different sources to evaluate at the level of behavior and results	FGD questions and process guide
Action Plans	• Involves guiding learners in mapping out action/re-entry plans that will help them translate "classroom" learning to work stations • Used to measure gains in the learning and behavior levels of learners	Action Plan template (e.g., Re-Entry Action Plan)
Observation	• Method of gathering visual information on what happens, what your object of study does or how it behaves • Watching how people perform their job, documenting their actions, behaviors, and methods • Effective for evaluating learning and behavior	Observation guide or checklist
Pre-Test and Post-Test	• Measures and compares learner's KSA level before and after training intervention • May include case study, knowledge test, presentation, teach back • Usually used to measure learning and behavior of learners	Written or practical tests
Simulations	• Exercises that require learners to demonstrate the target KSAs • May include role plays, interactions, in-basket exercises, group discussions, etc. • Best used to measure learning, and as a supplementary tool to evaluate transfer of learning through the behavior of learners	Simulation scenario, instructions and assessment guide
Training Outputs/ Work Samples	• Requires assessment of learners' work samples to check if competencies learned have been applied in producing these outputs • Examples: lesson plans, learning modules, teaching aids • Can be used to evaluate learners' learning and behavior levels	Work sample guidelines and rating/ assessment guide
Validation	• Involves verification of previously gathered or reported data • May utilise one or more data gathering methodologies • May include on-site visit	Depends on methodology used
Documents Review	• Involves analysis of reports, records, and other documentations that can indicate trends, performance level, etc. • May include budget, attendance record, productivity reports, safety record, etc. • Often used to evaluate behavior and results of training interventions	Document review guide (what to look for)
Key Business and HR Metrics	• Involves review of the extent of achievement of relevant organizational and/or departmental performance metrics or indicators and determining relative contribution of competency improvement to the achievement/ non-achievement of performance indicators	Strategic and/or operational/annual plans, M&E reports, accomplishment reports

What are Sources of M&E Data?

The table shows some typical examples of possible sources of data for each element of M&E. Sources of data may include people, documents, or other verifiable inputs about the results of the intervention.

It would be good to have more than one source of data so that there is some kind of cross-validation. However, the decision to use multiple data sources needs to consider practical limitations (e.g., constraints in time, human resources, and budget), as well as the added value of the additional source of data, e.g., one source of data may be incomplete and needs to be supplemented by other evidence.

What to M&E	Possible Data Sources
Funding	Financial Report/ Expense Report
Schedule	Training Report, Accomplishment Report
Learners	Attendance Sheet, Training Report
Interventions	
Level 1: Learners' Reaction	Participants' evaluation of intervention, Facilitator/Trainer evaluation
Level 2: Learning	Participants' self-evaluation, Facilitator/Trainer evaluation, Training Outputs
Level 3: Application	Participants' self-evaluation, Supervisor's evaluation, Client feedback, Actual Work Outputs, Re-Entry Action Plan Outputs
Level 4: Desired Outcome	Department Head/ Management Committee evaluation of organizational/ department performance goals and objectives, Client feedback, evaluations by third party

What is the M&E Schedule?

Below is the typical timing of M&E activities.

Level	When to M&E
1: Learners' Reaction	During and right after the L&D intervention
2: Learning	During and right after the L&D intervention
3: Application	Some time after the L&D intervention when the participants have had opportunity to apply their learning with relative independence, around 1 to 6 months after the L&D intervention
4: Desired Outcome	Some time after participants apply their learning and organizational/ department results are observed, around 3 to 12 months after the L&D intervention

Who is/are the Person/s Responsible for M&E?

Persons Responsible are the people who need to make sure that M&E activities are implemented as planned. They take action if there are challenges and difficulties encountered in the process of M&E. It is best to be as specific as possible, e.g., Learning and Development Division of the PHRMO, instead of just PHRMO; or PPDO Department Head, instead of just PPDO. Box 53 provides general guidance on identifying possible persons responsible.

Level	Possible Person/s Responsible
1: Learners' Reaction	Facilitator/ Training Team
2: Learning	Facilitator/ Training Team
3: Application	Concerned department supervisors/ managers, in partnership with the Training Team and PHRMO
4: Desired Outcome	Concerned department supervisors/ managers, in partnership with PPDO and PHRMO

For Levels 1 and 2, the persons who can conduct M&E are those running or managing the intervention. For Levels 3 and 4, the departments concerned become involved in M&E because the data needed at this stage are about the application of competencies in the workplace, and its relative contribution to the achievement of related department goals and objectives.

Currently, the HR Core Team is taking an active role in the assessment, planning, and tracking of L&D interventions. In the future, especially when the Learning and Development System is fully established in PGA, responsibility for L&D interventions will need to be revisited to determine more specifically the role and accountability of departments for interventions related to their core functions.

ANNEXES

Annex	Title of Contents
2A	ELA Goals and Objectives Status and Competency Gaps Worksheet
2B	Competency Gap Prioritisation Worksheet
2C	Template for List of Previous Year's L&D Interventions and Status
2D	Template for List of Prioritised L&D Interventions for Years 1-3
2E	Annual L&D Plan Template
2F	L&D M&E Plan Template

Annex 2A. ELA Goals and Objectives Status and Competency Gaps Worksheet

ELA Goals and Objectives	Performance Indicators	Current Status			Competency Gaps	Priority Score	Job Performers		
		Accomplishments	Performance Gaps	Reasons for Gaps			Office/s	Position/s	Status of Employment

Annex 2B. Competency Gap Prioritisation Worksheet

Competency Gaps	Seriousness	Score	Urgency	Score	Growth Potential	Score	Total

Annex 2C. List of L&D Interventions and Status

Title of L&D Intervention	Inclusive Dates of Implementation/ Status (completed/ ongoing)	Gains

Annex 2D. List of Prioritised L&D Interventions for <Years 1-3>

Year	Title of L&D Intervention	Mode of Intervention	No. of Targeted Participants
<1>			
<2>			
<3>			

Annex 2E. Annual L&D Plan Template

Desired Outcome/s	Outputs to be Produced	Learning Objectives	Proposed L&D Intervention	Target Learners			Planned Schedule												Support Requirements					Source of Funds
				Number	Office/s	Position/s	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Financial	Human Resource	Logistic	Executive Sponsorship	Other	

Annex 2F. Learning and Development M&E Plan

Background Info on the Intervention

Provide relevant information about the intervention.

Intervention Title:	
Planned Schedule:	
Target Learners (Office/Positions):	
Number of Target Learners:	
Financial Requirements:	
Source/s of Funds:	

Level of M&E	Indicators (What will you measure?)	Methods/ Tools	Data Sources	When to M&E?	Person/s Responsible
Level 4: Desired Outcome					
Level 3: Application					
Level 2: Learning					
Level 1: Learners' Reaction					

Provincial Government of Aklan
LEARNING AND DEVELOPMENT MANUAL

VOLUME 3:
L&D PRE-IMPLEMENTATION

TABLE OF CONTENTS

LIST OF FIGURES

ACRONYMS

GTKY	Getting to Know You
HR	Human Resource
HRD	Human Resource Development
IDP	Individual Development Plan
ISD	Instructional Systems Development
L&D	Learning and Development
LCE	Local Chief Executive
LDD	Learning and Development Division
LGU	Local Government Unit
LNA	Learning Needs Assessment
LOI	Letter of Invitation
LSP	Learning Service Provider
M&E	Monitoring and Evaluation
MoL	Management of Learning
NGA	National Government Agency
PGA	Provincial Government of Aklan
RP	Resource Person
SLE	Structured Learning Exercise
TOR	Terms of Reference
WLP	Workplace Learning & Performance

DEFINITION OF TERMS

Capacity Development Agenda (CDA) - A comprehensive three-year plan that is part of the ELA and guides the LGU in implementing organisational capacity and individual competency development initiatives that support the achievement of ELA priorities.

Executive and Legislative Agenda (ELA) - A planning document covering a three-year period corresponding to the term of local elective officials that is mutually developed and agreed upon by both the executive and legislative departments of a local government unit (LGU).

Handouts - Are reading materials that contain more detailed information regarding the subject. Worksheets, templates, and guides are used in the development of outputs during learning session and beyond

Individual Performance Commitment and Review (IPCR) – A performance evaluation tool that contains agreed performance results that an employee commits to deliver and their corresponding success indicators. It is developed by individual staff in all units of the organisation with their supervisor at the beginning of the appraisal period and serves as the basis for evaluating their accomplishments at the end of the given period.

L&D Enabling Mechanisms - Administrative systems, facilities, materials, and other resources for the overall L&D system to function smoothly, such as: L&D information, facilities and equipment, materials, and other resources.

L&D Execution - Processes in implementing the L&D cycle, i.e., needs analysis, design, development, implementation, and monitoring and evaluation of interventions. Some of the expected outputs in this area are: L&D needs; L&D intervention designs; learning materials; implemented L&D interventions; and acquired competencies.

L&D Governance - The structural means for executive leadership to meet the L&D needs of the organisation, comprising: L&D policy and philosophy; approved L&D plans and budgets at all levels; resources made available; structure and staffing; and political support at all organisational levels.

L&D Planning, Monitoring, and Evaluation - The development of a hierarchy of L&D plans to meet the needs of the organisation. It includes establishing mechanisms to measure and evaluate the effectiveness and efficiency of the entire L&D system and its processes in supporting organisational goals. This component looks into: strategic L&D plans; annual L&D plans and budgets; monitoring and evaluation plans and reports.

L&D System – A set of elements that work together in managing Learning and Development in a way that responds to the organisation's strategic needs. These elements include: L&D Governance, L&D Planning, Monitoring and Evaluation, L&D Execution, and L&D Enabling Mechanisms.

Learning and Development (L&D) – A set of systematic and planned activities designed by an organization to equip its members with necessary competencies to meet current and future job requirements. It is also known as Human Resource Development.

LSP Database - Is a resource that can be used to identify qualified LSPs that can be tapped for the intervention. PGA departments contribute information to the database by accomplishing the LSP Database Information Form.

Office Performance Commitment and Review (OPCR) – A performance evaluation tool that is used by the head of office to establish performance results that the office commits to deliver and their corresponding success indicators. It is developed at the beginning of the appraisal period and serves as the basis for evaluating office accomplishments at the end of the given period.

Supervisor – An employee who directly oversees the work of one or more personnel. A supervisor may be a Department Head, Assistant Department Head, Division Chief, Unit Head, or an employee who may not be holding a supervisory position but has been formally assigned supervisory functions or to manage personnel on a regular or continuing basis.

Workplace Development Objectives (WDO) - Hierarchy of objectives that describes the planned gains from an L&D activity. The objectives cover: competencies improved; outputs produced as a demonstration of enhanced competency; and organizational outcomes and development impact achieved.

PURPOSE OF THE MANUAL

The Manual is designed to guide the Learning and Development Division (LDD) of the PGA Human Resource Management Office (PHRMO) in implementing the PGA L&D System. It will also a reference document for other key L&D players in the Provincial Government, including PGA Management, Human Resource (HR) Core Team, Facilitators' Pools and HR Focal Persons, who will support the LDD in managing L&D activities.

How to Use the Manual

The Manual is organized into five (5) sections, covering the stages of the L&D System.

Each section is prefaced with a brief overview of the stage. This is followed by a discussion of activities and tasks in implementing processes involved. Flowcharts illustrating major steps and decision points for the stage and its activities are also included.

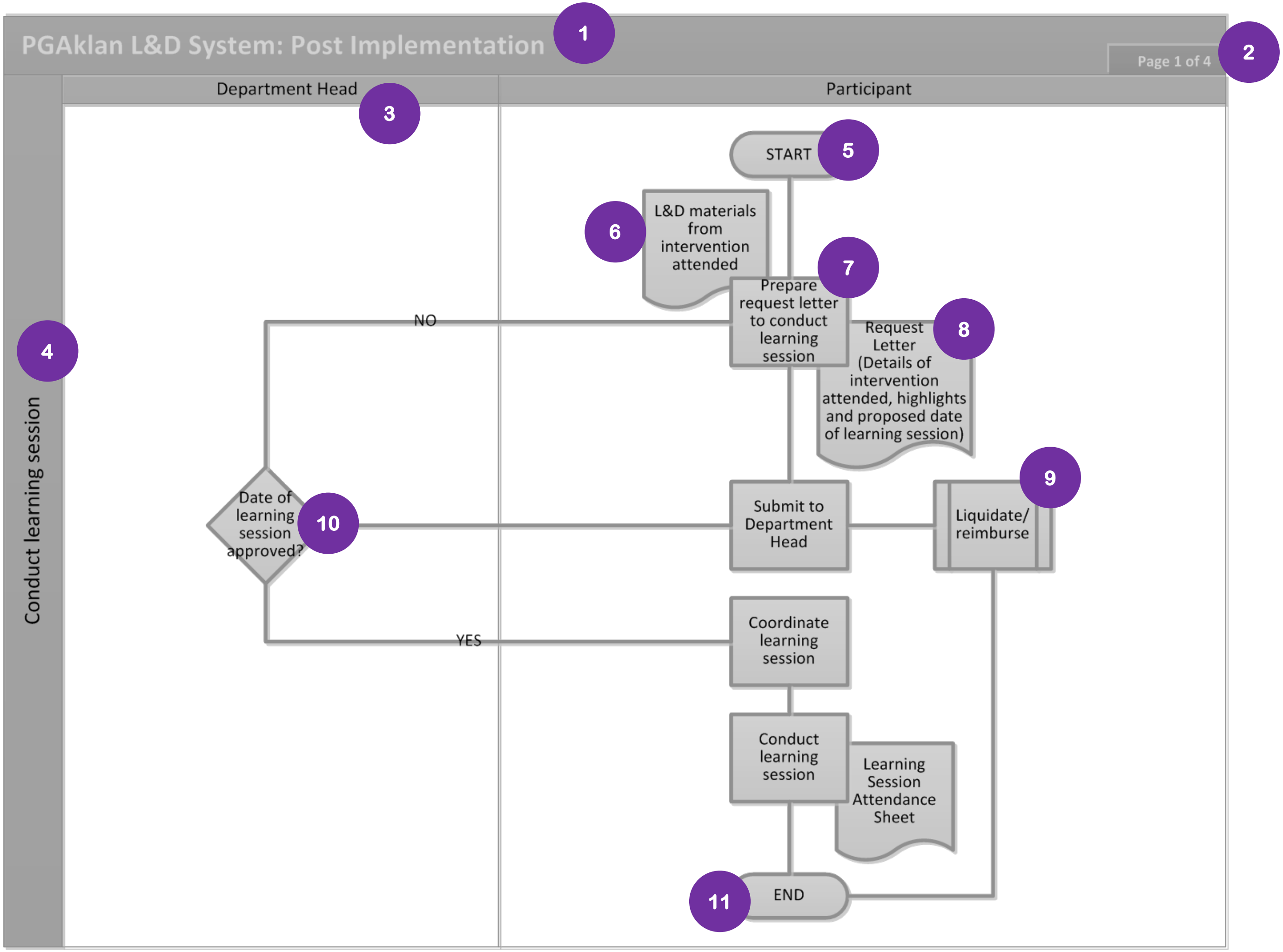
This symbol shows the **Activities** or major steps involved in the implementation of each of the five sections of the Manual.

Tasks are the step-by-step processes to be done by specific key persons that are necessary to complete each activity.

Notes contain additional information that may be needed by users of this Manual in accomplishing tasks involved.

This icon indicates **Reminders** and **Tips** shared with users to underscore important actions and considerations relative to activities and tasks to be done.

HOW TO READ THE FLOWCHARTS



A legend of flowchart symbols used in PG Aklan L&D System is shown below:

No.	Symbols	Description
1		Title of the process
2		Page number of diagram and the total number of pages of the process illustrated
3		Group, unit or role performing the tasks within the designated column
4		Name of the activity
5		Start of activity
6		Input document to perform a task (Left)
7		Task
8		Output document of a task (Right)
9		Pre-defined process already depicted in other flowcharts or outside the L&D system but has link to a task
10		Decision point which leads to two different tasks
11		End of activity

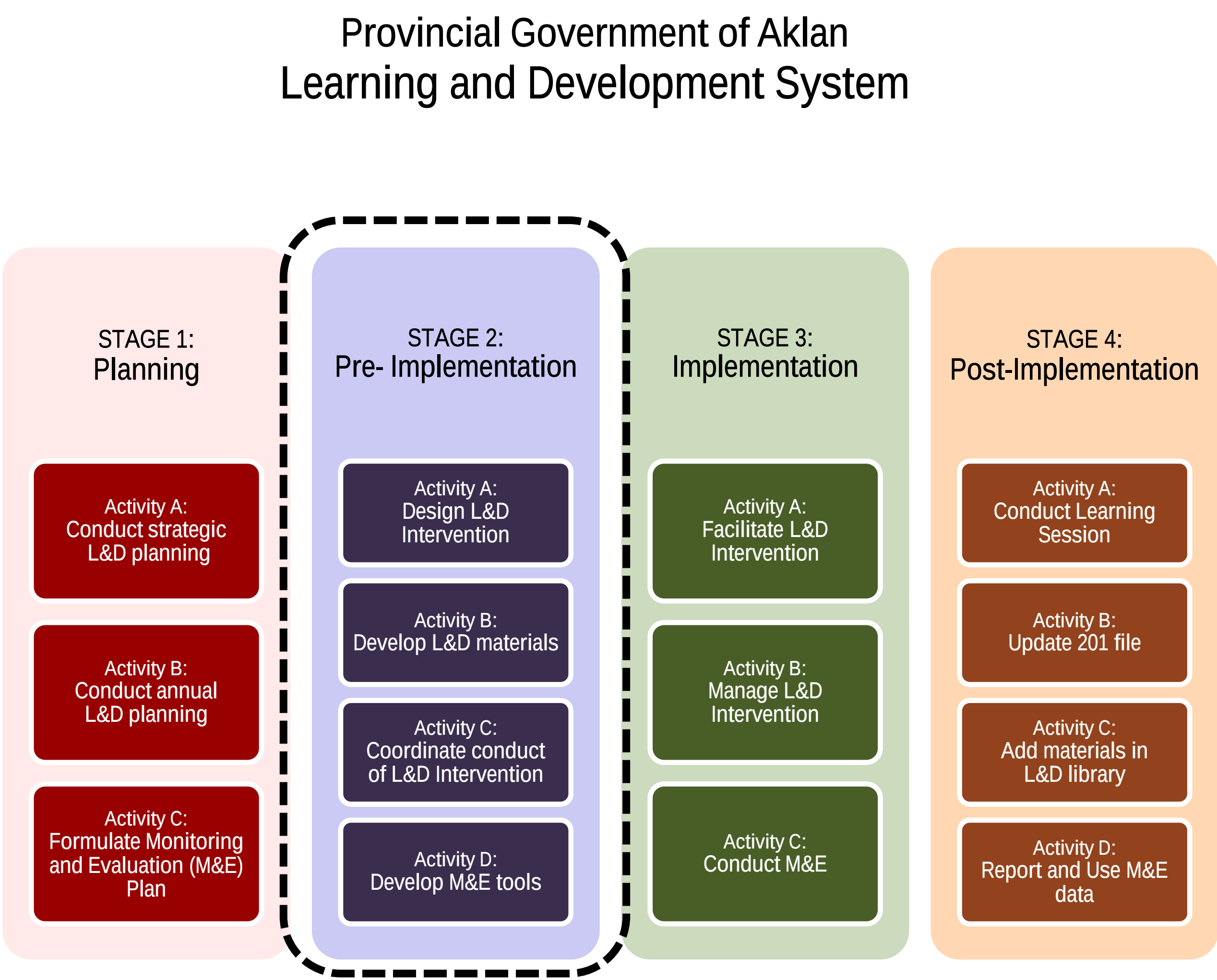


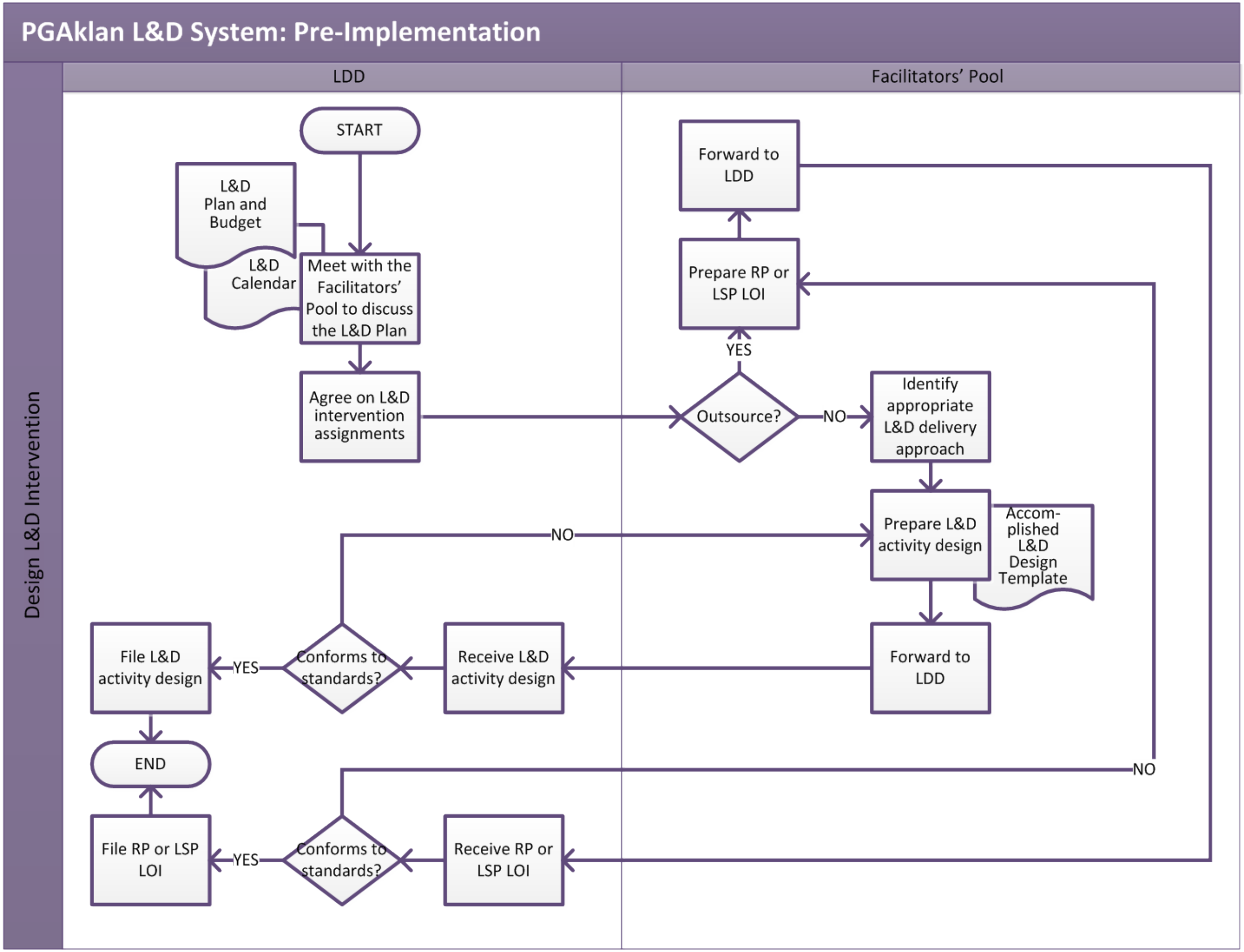
Figure 1. Stages of PGA L&D System

L&D PRE-IMPLEMENTATION

This stage of the Learning and Development (L&D) process covers activities geared at preparing for the execution of specific interventions covered in the Annual L&D Plan:

A. Design L&D Intervention
B. Develop L&D materials
C. Coordinate conduct of L&D Intervention
D. Develop M&E tools

Figure 2. Activity A: Pre Implementation



Activity A — Design L&D Intervention

The L&D design is the backbone of the intervention. It describes the rationale, planned results or workplace development objectives, target learners, and approaches. A detailed activity design outlines how each intervention will be executed; it specifies learning objectives, methodology, major content areas, learning team, and learning resources.

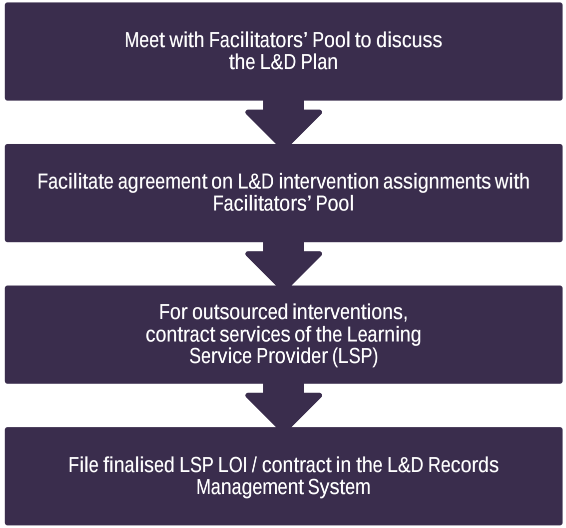
The initial M&E plan for the intervention that was developed during the annual L&D planning is reviewed, and tools are also developed as part of this activity.

TASK 1 — LDD delineates assignments for the design of the L&D interventions specified in the L&D Plan

LDD commences the L&D design process by meeting with the Facilitators' Pool to discuss the L&D Plan for the year. After the meeting, the following items would have been accomplished:

- Revisited the Annual L&D plan based on the LGU's goals and priorities for the year
- Agreed on tasking and extent of involvement of members of Facilitators' Pool (designing, delivery and/or management)
- Planned for validating the learning needs of target participants for each intervention

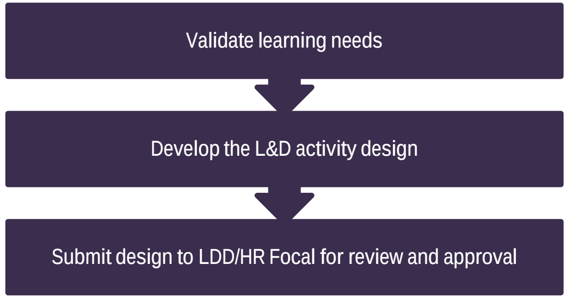
For outsourced interventions, the LDD and/or the assigned HR Focal Person of the department contracts qualified Learning Service Provider (LSP). (Please see annexes on page 45-47.) A letter of invitation (LOI) and contract are prepared and forwarded to the LDD for filing in the Records Management System.



Facilitators' Pool / LSP develops the L&D activity design

A more focused learning needs assessment (LNA) is conducted following the steps outlined in Activity B in Section 2 of this Manual on L&D Planning. At this point, the focus is to validate competency levels of target participants based on learning needs identified in their Individual Development Plan (IDP), and pin down priority competency gaps that will be addressed during the intervention.

> It is good practice to do some form of Learning Needs Analysis before designing and implementing any L&D intervention.



A set of workplace development objectives and learning objectives are formulated to guide the detailed L&D intervention design process.

The key elements of the L&D activity design are:

The M&E Plan is considered part of the design process. The plan that was earlier developed during the annual L&D planning is reviewed and tools are developed. This will be discussed in more detail under Activity 4.

Annex A contains the template for the L&D activity design. It provides guides in completing the template and includes an example of how it is accomplished for a training intervention.

Facilitators' Pool/LSP submits draft design to LDD for review and approval.

The Detailed L&D Activity Plan breaks down the L&D intervention into learning chunks or sessions. To accomplish the template, the following information must be supplied:

Day/ Time	Session Objectives At the end of the learning session, participants will be able to:	Module Title	Expected Outputs	Topic/ Content Highlights	Teaching / Learning Methodology	Facilitator/ Resource Person/ Learning Team	Resources Needed
DAY 1 8:30 - 10:00	• Exchange little known personal characteristics • Agree on learning objectives, program scope and approach, schedule, and session norms • Accomplish a pre-course survey	Module I. Preparing the Learning Climate	Levelled off course expectations Session Norms Accomplished pre-course survey (Module 1)	Prayer and Welcome Getting to Know You (GTKY) a Little Better Course Overview Agreeing on Session Norms Pre-course survey (Module 1)	• *A GTKY activity (What's your favourite candy?)* will allow participants to know each other a little better by sharing personal characteristics that they associate with their favourite candies. They will also articulate their course expectations and proposed session norms. • *Presentation-Discussion:* Course overview will be presented to level off with participants' expectations. Proposed session norms will be validated to ensure everyone's agreement. • *Administration of Pre-Course Survey:* A pre-course survey will be administered.	Maharanee Briones	LCD projector Sound system Whiteboard Flip chart stands Easel sheets Markers Presentation Slides Candies (M&M, Kit-Kat, Butterfinger)

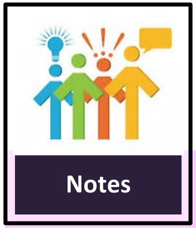
1	Specify the **Day** and **Time** when the session will be conducted.	**5**	Outline **Topic/ Content Highlights**. These are the subject areas that will be covered as key inputs during the session.
2	Define the **Session Objective/s** or what learners will be able to achieve or accomplish at the end of the session.	**6**	Determine the **Teaching/ Learning Methodology** that will be used to help achieve the session objectives.
3	Indicate the **Module Title** for each learning chunk/session.	**7**	Identify the **Facilitator/ Resource Person/ Learning Team** who will deliver and manage session activities.
4	If any tangible deliverables will be produced during the session/ activity, these should be listed in the column on **Expected Output/s**.	**8**	Detail the **Resources Needed** to support learning, including equipment, supplies, and learning aids, among others.

LDD reviews, approves, and files L&D intervention design

LDD as the process owner of Learning and Development has the approving authority for in-house L&D intervention designs. LDD coordinates with HRD Focal Persons for review of outsourced interventions.

A guide for conducting a design quality check can be found in Annex B. If revisions are recommended, comments and suggested changes are relayed to the L&D designer from the Facilitators' Pool/ LSP. The enhanced design is subjected to another review until approved. Once approved, the design is returned to the Facilitators' Pool/ LSP so it can be used to guide the development of materials.

A copy of the approved L&D design is stored in the LDD repository of L&D intervention designs and materials.



What are the options for outsourcing L&D interventions?

If the PGA Facilitators' Pool agrees to outsource interventions to a Learning Service Provider (LSP), this can be implemented under one of these arrangements.

Option 1: LSP designs and executes intervention	1. LDD and departments do not have the subject matter expertise needed to design and execute the intervention. 2. LDD and departments do not have sufficient human resources to fully manage the intervention. 3. There are funds earmarked and allocated for the outsourcing of the services.
Option 2: Facilitators' Pool designs and LSP executes the intervention	1. LDD and departments have the subject matter expertise that will enable them to design the intervention. 2. LDD and departments would not be able to execute the design for reasons related to availability and/or competency to facilitate learning sessions. 3. LDD and departments do not have sufficient human resources to implement the training design. 4. There are funds earmarked and allocated for the outsourcing of the services.

Figure 3. Outsourcing Options and Criteria for Selection

Under Option 1, the LSP will be involved in the design of the L&D intervention and therefore should be contacted prior to the development of the intervention design.

What are the steps in selecting LSPs?

The primary document that will guide the selection of LSPs is the Terms of Reference (TOR). The document contains the following information:

- Overview and objectives of the L&D intervention
- Scope and timeframe of the intervention
- Outputs/deliverables and standards
- Participants
- Methodology
- Roles and responsibilities
- Required expertise
- Contract amount

A template for the TOR is attached as Annex 3C.

What is the process for procuring services of LSPs?

The government's procurement law will guide the process for inviting, shortlisting, and selecting LSPs. The PGA LSP Database is a resource that can be used to identify qualified LSPs that can be tapped for the intervention. PGA departments contribute information to the database by accomplishing the LSP Database Information Form found in Annex D and submitting it to LDD.

What are the steps in the review and approval of an LSP's contract?

The LSP contact is composed of the:

- Letter of Invitation (LOI); and
- Terms of Reference (TOR).

The LOI is a document signed by the LCE that formalizes the invitation for the LSP to render the required services to the Provincial Government. The department responsible for implementing the L&D intervention is accountable for developing and finalizing this document.

The following steps are involved in the process:

LDD/ Department drafts LSP contract

- If contract is prepared by the department, submit it to LDD for review

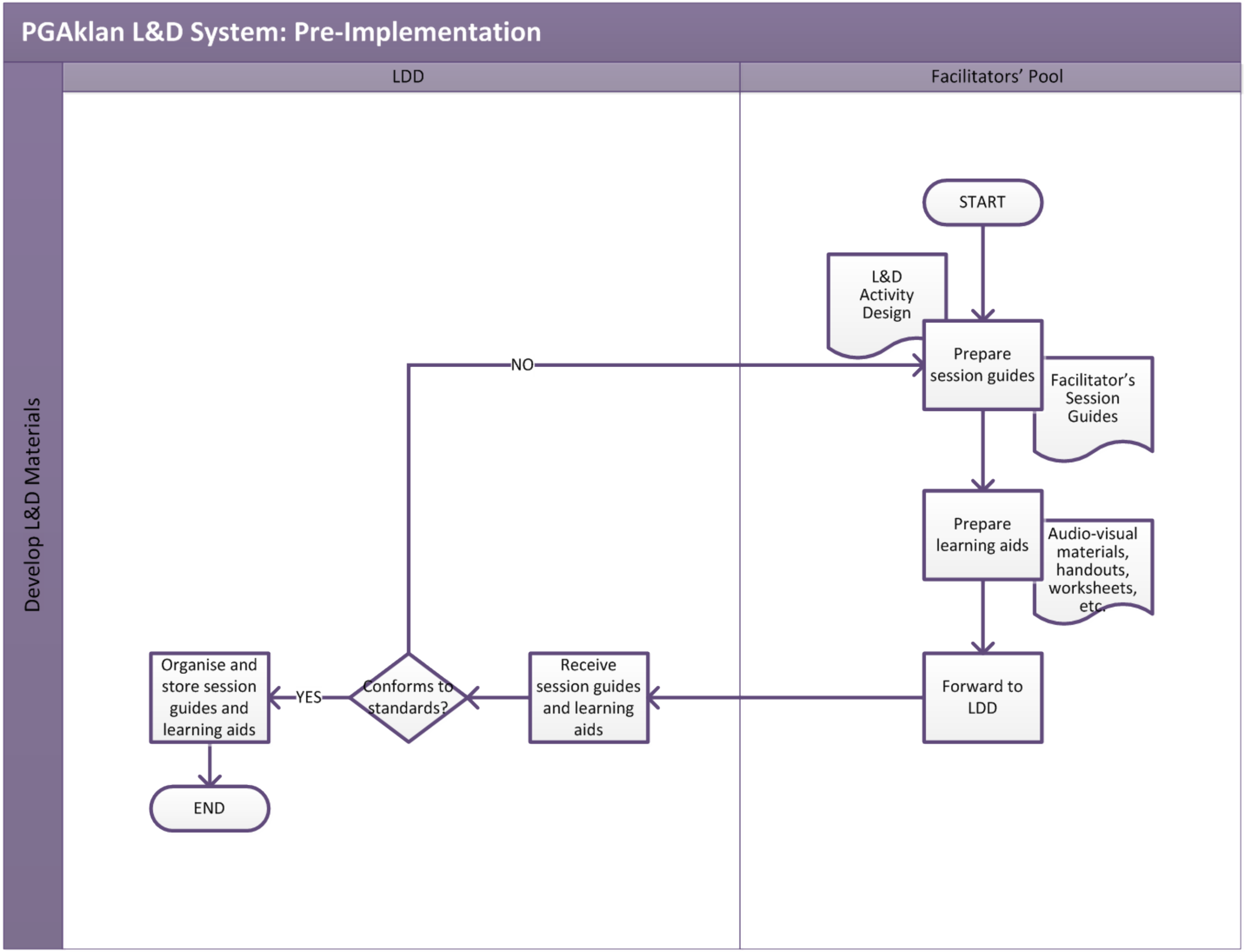
LDD reviews draft contract and endorses it for approval by the Governor

- Review contract for consistency with prevailing policies and standards in contracting LSPs
- If none are noted, endorse the contract to Governor for approval
- If inconsistencies are noted, return LOI with recommended revisions to concerned department
- Department revises LOI and resubmits to LDD for endorsement to the Governor

LDD/ Department discusses contract with LSP

- If there is any disagreement with the terms of engagement, LDD/Department and LSP negotiate revisions
- Revise contract based on agreements
- Subject revised contract to the prescribed review and approval process
- If no agreement is reached, terminate negotiation and select another LSP

Figure 4. Activity B: Pre-Implementation



Activity B — Develop L&D Materials

The L&D activity design guides the development of tools and materials for the L&D intervention execution. These include implementation plans and checklists for programming and coordinating preparatory activities and logistic requirements, as well as session guides, presentation materials, and other learning materials to support conduct of training programs.

TASK 1

Facilitators' Pool / LSP develops Session Guides of L&D intervention and submits to LDD for review and approval

The Session Guide is an important tool in the delivery of L&D interventions. The assigned facilitator/LSP details the process that will be followed to achieve each of the session objectives of the learning activity, using a template (Annex 3E).

The Session Guide is submitted to LDD for review and approval.

The Session Guide has the following elements:

Introduction

- Expounds on the purpose and scope of the session guide and specifies its intended user

Session Structure

- Describes the process for delivering the session
- Discusses schedule and duration of the learning session, learning objective/s, facilitator's task, content/activity, assigned facilitator/resource person, and learning aids/materials/equipment

Annexes

- Contains presentation slides and handouts that will be used throughout the session

The session structure is captured in the matrix below:

1 Time	2 Learning Objective At the end of the session, participants should be able to:	3 Facilitator's Task During the session, the facilitator should be able to:	4 Content/ Activity	5 Facilitator/ Resource Person	6 Learning Aids/ Materials/ Equipment
02:30-03:00	Discuss guidelines in selecting and developing effective presentation materials	Explain guidelines in selecting and developing effective presentation materials	*Priming Activity: What's Right, What's Wrong?* Ask the participants what is effective and ineffective on the presentation material shown. Using prepared presentation slides, discuss guidelines in selecting and developing presentation materials	Edina Ismael	Easel sheets Marking Pens Masking Tape Presentation Slides Laptop Projector

1	**Time.** Specify the schedule and duration of the learning session.	4	**Content/ Activity.** Describe the step-by-step process that will be followed in delivering the session, including what the facilitator will say and do. This section should expound on activities that will be conducted, questions that will be asked to surface learning, and key inputs that will be discussed during the session. It should also explain how the session would start and end.
2	**Learning Objective/s.** State what learners should be able to do at the end of the session.	5	**Facilitator/ Resource Person.** Identify who will conduct the session and use the guide.
3	**Facilitator's Task.** Indicate what the facilitator should be able to do during the session. It is important that this is aligned with the learning objective/s.	6	**Learning Aids/ Materials/ Equipment.** Specify resources that will be needed to implement planned activities. Handouts and presentation materials are attached as annex to the Session Guide.

LDD reviews and approves Session Guides

LDD reviews Session Guide to check on appropriateness of planned activities in achieving the learning objective/s and delivering key content areas of the different sessions.

If revisions are recommended, comments and suggestions are transmitted to the Facilitator / LSP. The resubmitted document is subjected to another review. Once approved, Session Guide is returned to the assigned Facilitator / LSP for implementation.

LDD provides Facilitators' Pool/ LSP with guidelines, templates and standards in preparing learning materials and aids.

To ensure consistency with standards of preparing effective learning materials and aids, LDD will provide Facilitators' Pool/ LSP with guidelines (e.g., preparing effective presentation slides, etc.). Templates for presentation and other learning materials will also be made available when appropriate.

Facilitators' Pool / LSP prepares learning materials and aids

Learning materials and aids are tools that facilitate learners' acquisition of knowledge and skills during the L&D intervention and back in the workplace. These include presentation materials worksheets, handouts, manuals, job aids and multi-media materials.

The Facilitator is expected to develop appropriate mix of audio-visual materials to support and reinforce the delivery of session content to the learners.


Presentation slides


Flipcharts

Wall charts


Posters


Objects/Samples


Videos

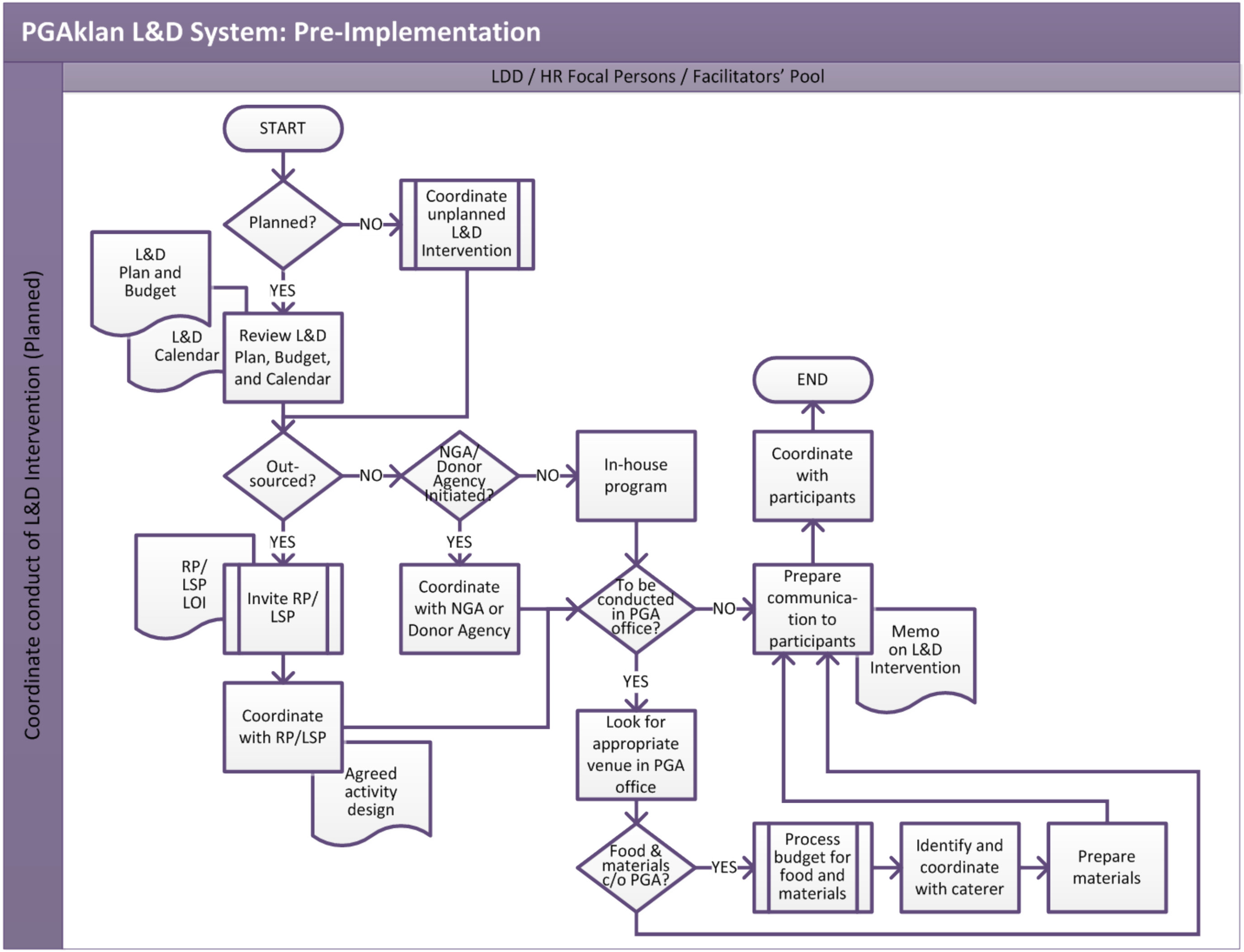
Facilitators' Pool/ LSP may also develop handouts and worksheets if deemed necessary to support the learning process.

Handouts are reading materials that contain more detailed information regarding the subject. Worksheets, templates and guides are used in the development of outputs during learning session and beyond (back in the workplace). Other learning aids are manuals and job aids that may also be distributed to learners for their reference at a later time. Facilitators' Pool/ LSP submit a soft copy of the complete set of presentation and other learning materials to the LDD.

LDD organises and stores Session Guides and learning aids

LDD spots check adherence of learning materials and provides feedback to Facilitators' Pool/ LSP, if needed. Approved Session Guides and learning materials are stored in the LDD central repository of in-house L&D materials.

Figure 5. Activity C1: Pre Implementation (Planned)



Activity C1 — Coordinate conduct of L&D Intervention (Planned)

Planned interventions are those in the PGA Strategic and Annual L&D plans. These have been determined as necessary learning activities that would enhance the capacity of the Provincial Government to pursue its strategic goals and priorities.

Coordination of planned interventions is a shared responsibility among the LDD, HR Focal Persons (in each department), and assigned members of the Facilitators' Pool.

TASK 1 — LDD / HR Focal Person / Facilitators' Pool plan for coordinating conduct of L&D interventions

L&D intervention design and budget are reviewed as reference for work programming and detailed budgeting. A Logistics Checklist (Annex F) is developed to guide coordination tasks and preparation of administrative requirements.

The Annual L&D Plan indicates approved budget for planned interventions.
This amount is best allocated to the different expense items based on actual requirements after L&D design. Guidelines for estimating cost of L&D interventions discussed in Activity C of the Manual on L&D Planning would apply in finalising the detailed budget.

Review intervention design and budget

↓

Develop the Logistics Checklist to guide implementation of coordination tasks

↓

Prepare detailed budget for the intervention

Areas that need to be given attention include the following:

Training Room

Accommodation

Meals

Participants' Kits

Learning Materials and Aids

Supplies and Materials

Equipment

Travel and Transportation

Communication and Documentation

TASK 2

LDD / HR Focal Person / Facilitators’ Pool coordinate with resource persons (if needed)

Under Outsourcing Option 2, LSPs may be contracted after the design has been developed. To aid identification of possible LSPs, PGA will maintain an updated database of individual and organisational LSPs. This would include internal and external experts along different areas of specialisation.

LDD / HR Focal Person / Facilitators’ Pool can access information from this database. A ranked list of possible resource persons should be drawn up so that alternates are identified in the event that the preferred provider is unavailable.

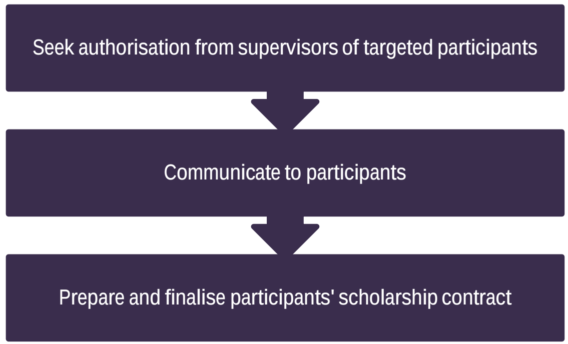
The selection process explained in Activity A Task 1 will be followed in coordinating with resource persons.

TASK 3

LDD / HR Focal Person / Facilitators’ Pool confirm participants

For planned interventions, participants are identified in Activity A (Design L&D Intervention). Hence, this task is focused on securing approval from target learners' supervisors. It is critical to advise supervisors on level of effort required from participants during the L&D intervention so the office can properly plan for work loading.

Learners are informed of their participation through a memo from the LDD/ Department. The communication includes PGA’s investment in their development through the L&D intervention and when appropriate, the terms of return service (and sanctions for non-compliance).



Once participants agree to contract terms, LDD/ Department prepare memo and scholarship contract and submit to LCE for approval. Memo is issued to participants, who then sign scholarship contract to indicate their acceptance of return service and other provisions. LDD/ Department identify alternatives to replace those who refuse to sign return service contract.

LDD / HR Focal Person / Facilitators' Pool organise logistic requirements

Major logistic requirements are venue, meals, equipment and supplies. Key considerations in selecting venue are the space needed for the activities, lighting and ventilation, accessibility, and cost. LDD/ Departments will maintain an inventory of possible venues within and outside PGA premises, for easy reference of HR focal persons and Facilitators' Pool. As initial steps to selecting the venue, an ocular inspection is conducted and terms of contract are negotiated.

Reserve the venue

Coordinate food requirements

Procure needed supplies and materials

Potential caterers are determined based on food requirements and budget. Alternative menu sets are requested, food tasting is conducted, and terms of contract are negotiated before final selection.

For both venue and food caterer, LDD/ Department ensure that contract is finalised and signed as basis for processing of payment before the conduct of the intervention. An inventory of available supplies and equipment is done to check if these are adequate to meet the requirements of the intervention. Other supplies may be purchased guided by the procurement process.

LDD / HR Focal Person / Facilitators' Pool package learning materials and handouts

Assigned members of the LDD / Facilitators' Pool or the HR Focal Person are responsible for providing needed support in the development of learning materials and aids.

In the event that the resource person (RP) decides to develop these materials on his/her own, the coordinator (LDD / Facilitators' Pool / HR Focal Person) must secure a copy for the L&D intervention's documentation.

It is also important to be able to clarify which of the materials are for printing and distribution, and inclusion in the participants' kit.

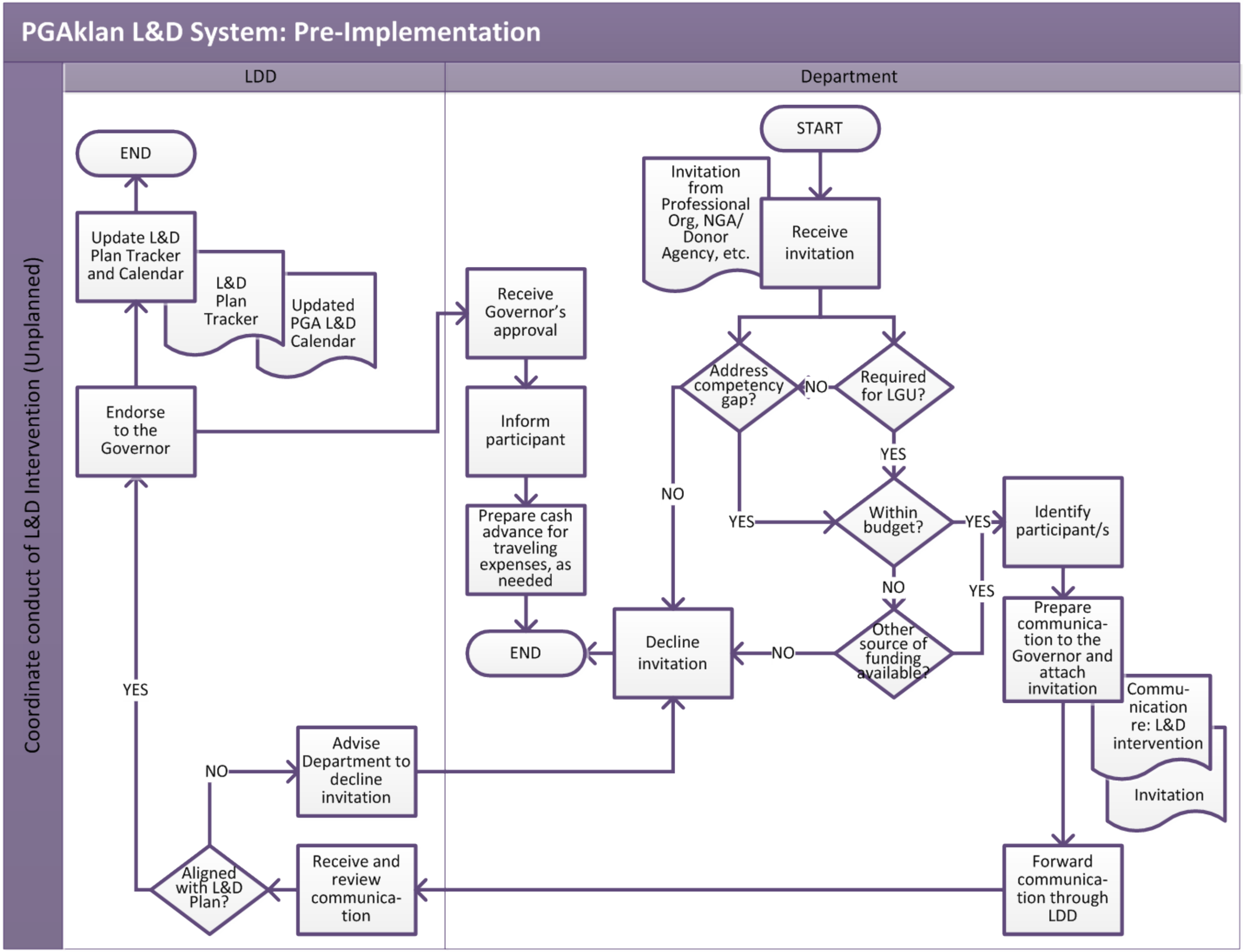
Coordinate with RP / LSP on needed support in developing learning materials and handouts

Develop learning materials (if requested)

Collect handouts for distribution to participants

Reproduce and package handouts

Figure 6. Activity C2: Pre-Implementation (Unplanned)



Activity
C2

Coordinate conduct of L&D Intervention (Unplanned)

Aside from L&D interventions included in the Annual L&D Plan, there are unplanned learning activities that PGA employees need to attend. These include those required by oversight agencies (e.g., Civil Service Commission and Department of Budget and Management, among others). L&D opportunities may also be made available to PGA by donor agencies.

Departments have budget allocation for unplanned L&D interventions, and they are responsible for ensuring that this is optimised and utilised with prudence. LDD, as the L&D process owner, will perform the key task of reviewing unplanned training and other learning activities for alignment with PGA goals and priorities and responsiveness to competency requirements.

TASK 1

Department recommends action on invitation based on evaluation

A key objective of this task is to determine if intervention is relevant to and aligned with PGA priorities, and if cost of intervention is within budget or can be sourced.

The department then identifies participant/s who will be nominated, and prepares communication to the LCE justifying and endorsing approval (with the invitation attached). The communication is forwarded to LDD for review and endorsement.

If intervention is not relevant and/or budget is unavailable, the department declines invitation.

Receive invitation

↓

Evaluate need for invitation

↓

Recommend action on invitation

TASK 2

LDD reviews recommendation and endorses to LCE

LDD validates the alignment of proposed L&D intervention with the L&D Plan, and reviews justification. LDD also checks whether it addresses an identified competency gap of the nominated participant, and if nominated participant is in the best position to apply and transfer learning to the workplace. LDD then endorses recommendation for LCE's approval.

Once approved by the LCE, LDD informs concerned department of action.

If LDD finds that proposed intervention is not aligned with the L&D Plan and/or there is no sound justification for participation, it advises the department to decline the invitation. If review indicates that the nominated learner would not be able to apply or transfer learning, an alternative nominee is proposed.

Department receives approval and advises participants about the intervention

The nominated learner is informed about the approval of his/her participation in the L&D intervention. The supervisor discusses expectations in terms of how acquired competencies will be applied on the job. Participant attends to arrangements related to attendance (e.g., cash advance).

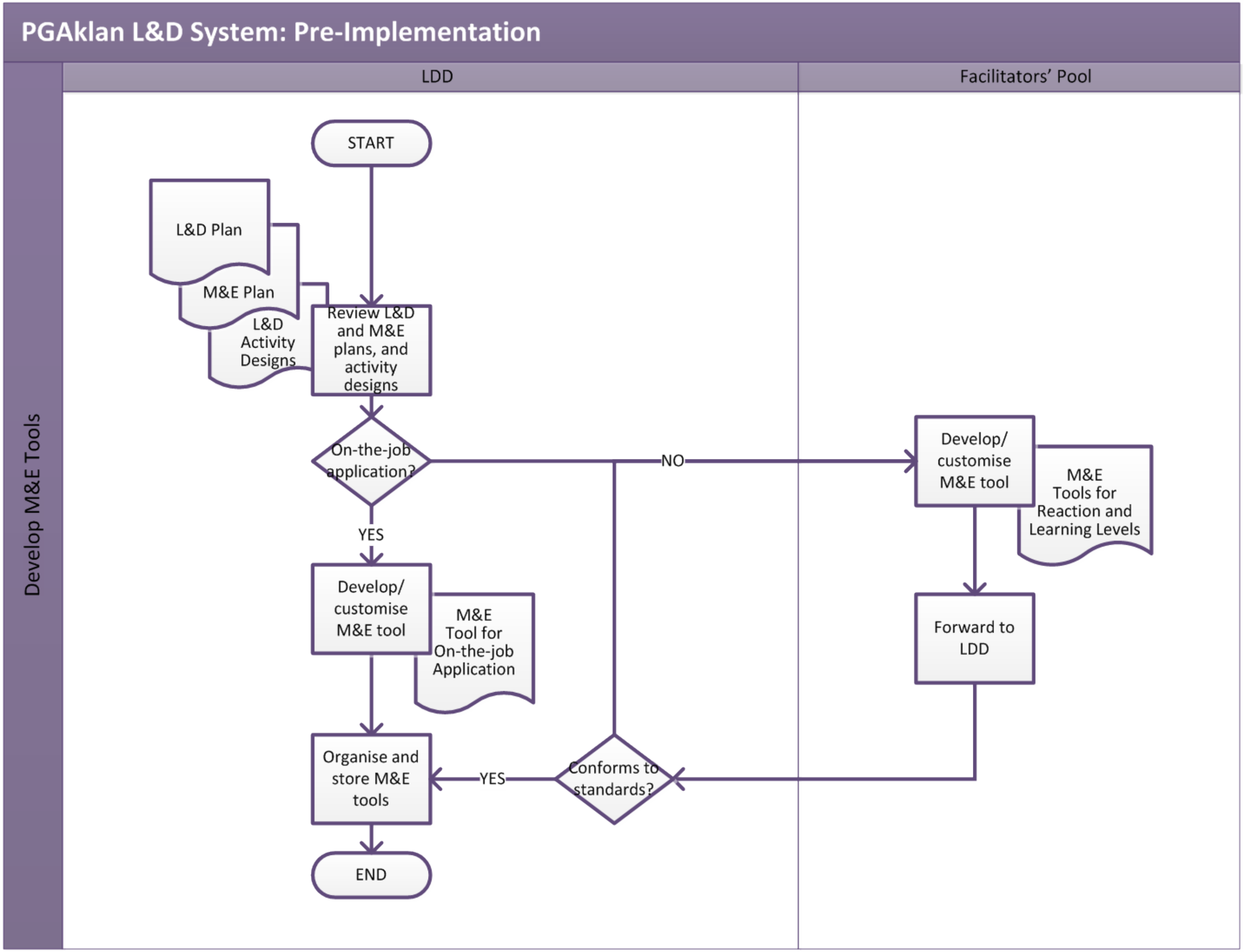
LDD prepares scholarship contract and secures participant signature

The scholarship contract signed by the LCE is discussed with participant who affixes his/her signature to indicate acceptance.

LDD updates L&D Plan Tracker and Calendar

The L&D Plan Tracker and Calendar is updated to include the approved L&D Intervention.

Figure 7. Activity D: Pre-Implementation



Activity D — Develop M&E Tools

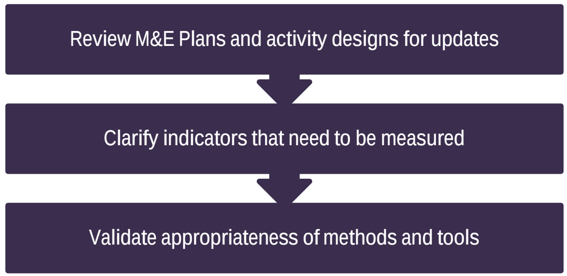
The M&E Plan for each intervention has been developed during the annual planning process (Activity D of L&D Planning, Volume 2). At this point of pre-implementation, this activity is focused on: revisiting the M&E plan to check consistency with the objectives and deliverables of the intervention design; and development of M&E tools that will facilitate data gathering and analysis of progress and results of L&D interventions along the four levels of evaluation (i.e., reaction, learning, application, and desired outcome).

TASK 1

LDD reviews L&D M&E Plans vis-a-vis intervention design

The M&E Plan has specified the indicators that will be measured as well as methods and tools for different levels of evaluation. The purpose of the review is to validate, and if needed, refine indicators by translating them into more specific terms, adding, deleting, or modifying items.

Methods and tools are also checked for appropriateness and adequacy.



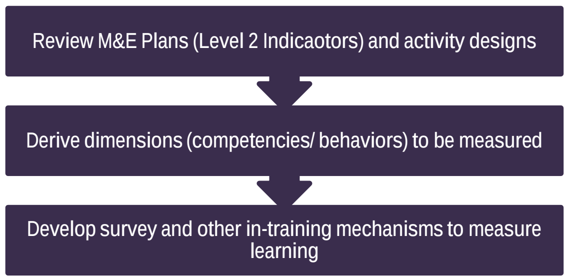
TASK 2

LDD develops/ customises M&E tools for on-the-job application

The participants' supervisor should be involved in identifying specific improvements in competency or behaviour expected of participants when they are back on the job.

Once the expectations are clarified, the appropriate methodology can be selected and the tools developed. There are several tools that can be used and these are described in Activity D of L&D Planning.

Sample Interview Guide and Survey for on-the-job-application are found in Annex 3G.



TASK 3

L&D Facilitators' Pool develops/ customises reaction and learning level M&E tools

There are ready tools for measuring participants' reaction and these are found in Annex 3H. These tools may be modified to suit the intervention.

The dimensions to be measured at the learning level are derived from the learning objectives found in Level 2 of the M&E Plan and which are broken down into more specific objectives in the intervention design. Aside from pre- and post-intervention survey, mechanisms for checking participants' learning are embedded into the design, including: exercises and activities, self-assessment, team assessment, and facilitator assessment.

TASK 4

LDD reviews L&D M&E tools

LDD reviews the M&E tools to ensure they are aligned with the M&E Plan, specifically the indicators that have been identified.

TASK 5

LDD organizes and stores L&D M&E tools

LDD compiles the L&D M&E tools so they can be re-used for other interventions or used as reference to develop other tools. Storage must be organised and easy to access.

ANNEXES

Annex	Title of Contents
3A	L&D Activity Design Template
3B	Design Quality Check Guide
3C	Terms of Reference (TOR) Template
3D	LSP Database Information Form
3E	Session Guide Template
3F	Training Logistics Checklist
3G	Sample Level 3 Interview Questions and Survey
3H	Sample Level 1 and 2 Evaluation Tools

Annex 3A_L&D Activity Design Template

L&D ACTIVITY DESIGN

[Title of L&D Intervention]

Example: **Course on Developing Effective Training Program Designs**

I. Background and Rationale

Answers the question: Why is there a need to design and implement this particular L&D intervention?

Provide brief description of the organisational situation. If appropriate, include any priority reform agenda or organisational thrust that needs HR support. Describe a specific organisational performance discrepancy [if there is], as well as priority competency gaps. Be brief and concise; limit to 4-6 sentences.

Example:

The ABC Institute (ABCI) embarked on a project on developing a Competency Framework for its managers, which identified the following competencies:

1. Leading Change
2. Managing Performance
3. Delivering Customer Satisfaction
4. Communicating and Building Relationships

As a next step, ABCI plans to translate the results of the study into training programs that will be provided to its managers. (*Leading Change* has been identified as a priority training program based on the learning needs analysis that was done among managers.) ABCI has a Talent Development Unit, composed of a team leader and twelve (12) technical staff, who have been coordinating the implementation of training programs for the organisation's main office and three satellite offices in Luzon, Visayas, and Mindanao. However, with the exception of the team leader, all members of the Talent Development Unit have limited competencies in designing training programs, as this function has always been outsourced in the past. To support ABCI's thrust to strengthen its learning and development programs for its managers (and staff as well), the organisation aims to build its in-house capacity for designing training programs.

II. Program Description

Answers the questions: What is the intervention all about? For whom is the intervention intended? How will it be conducted? What is the duration of the L&D activity?

Example:

The three-day residential Course on Developing Effective Training Program Designs is intended for the twelve (12) technical staff members of the Talent Development Unit, who are expected to take on a more active and direct role in designing training programs for ABCI managers and staff. The training design process will be anchored on adult learning principles and conditions.

Learning sessions will be highly interactive and practical. Participants will be provided conceptual inputs on the design process, and then allowed to work in small groups to immediately apply their learning so they can draft the planned output.

> *Answers the questions:*
> - *Development Impact: What benefits to clients will result from the improvements in the organisation? What improvements in service delivery to clients are expected? (Please note that training intervention will only contribute to this.)*
> - *Organisational Outcome: What are the desired improvements in the organisation's capacity; e.g., processes, systems, strategies, policies, and structures? (Please note that training intervention may only contribute to this.)*
> - *Outputs: What will learners produce as a demonstration of their new competency?*
> - *Competency: What tasks, functions, or roles will learners be able to do better?*

III. Workplace Development Objectives

Example:

- Development Impact: More responsive and efficient services to ABCI clients and stakeholders
- Organisational Outcome: Standard system and in-house capacity for designing training programs
- Output: Training design for *Leading Change* based on result of learning needs analysis of managers
- Competency: Designing training programs

IV. Learning Objectives

> *Answer the question: What will learners be able to do at the end of the L&D intervention?*
>
> *Write terminal objective following the ABCD (Audience-Behaviour-Condition-Degree) guideline. Include enabling objectives (if appropriate), covering Why-What-How elements in describing the behaviour.*

Example:

Terminal Objective:

At the end of the Course on Developing Effective Training Program Designs, the technical staff of the Talent Development Unit will be able to develop a training program design that will address identified competency gaps of target learners. The training design is anchored on adult learning principles and conditions and complies with a Course Design Quality Checklist.

Enabling Objectives:

- Expound on the value of adopting a Workplace Learning and Performance (WLP) perspective in designing training interventions
- Explain key principles and conditions that support adult learning and use these in determining appropriate training methodologies and other design elements
- Expound on the purpose of and the elements of workplace development objectives (WDO)
- Differentiate the types of learning objectives and develop terminal, enabling and session objectives following a set of guidelines
- Identify and organise key content areas and learning events
- Determine most appropriate learning methodologies that will contribute to the achievement of learning objectives
- Determine resource requirements for implementing the training program
- Use a Training Activity Plan template to consolidate details of the training design and check quality against a Training Design Quality Checklist

V. Program Modules

Answers the questions: What are the major learning clusters? What is the focus (content) of the L&D intervention? What output/s will be produced, if any?

Describe major learning clusters or modules of the intervention. Include key learning areas and any output that may be produced from the module.

Example:

Module 1. Preparing the Learning Climate

The first module will help create an open learning environment. Participants will be engaged in a "Getting to Know You a Little Better" activity that will also allow them to surface their expectations from the program and suggest norms that will be observed by the class. The Facilitator will level off with the participants' expectations by presenting the training program objectives, modules, and schedule. Agreement on session norms will also be facilitated.

Module 2. WLP and Adult Learning Perspectives

The module will set the context for the design process. It will discuss WLP vis-à-vis training as an intervention. The adult learning process, and key principles and conditions that support adult learning, will be revisited in the context of the training design process. The module will introduce the Instructional Systems Development (ISD) approach to analyzing, designing, developing, implementing, and evaluating learning interventions.

Module 3. Developing Workplace Development and Learning Objectives

The third module will emphasize the need to "begin with the end in mind" when designing training interventions. It will discuss the purpose of determining WDO and learning objectives, as well as the hierarchy of WDO and types of learning objectives. Participants will craft learning objectives (terminal and enabling) according to a set of guidelines.

Module 4. Fleshing Out the Design

A Training Activity Plan template will be used to guide participants in fleshing out the details of the training design at the learning unit (session) level. Participants will be provided inputs on formulating session objectives and identifying key content and learning events that will help bring about the desired learning. Techniques for prioritising, organising, and sequencing learning elements will be discussed to ensure that vital learning areas are covered using the most appropriate structure and sequence. A range of learning methodologies, their features and applications will be reviewed, and participants will identify the most appropriate mix to meet the identified learning objectives. Resources (training management team, learning facilitators, and logistics) that are necessary to support the execution of the training design will likewise be covered.

After putting together the elements of the training design, participants will review the final output using a Course Design Quality Checklist.

Module 5. Program Integration

The last module will allow the participants to re-visit their learning journey for the past three days and synthesize key learning points. They will engage in individual reflection and then work in small groups to prepare a creative presentation.

VI. Detailed L&D Activity Plan

Answers the questions: How will participants achieve the learning objectives? What will happen in the different sessions? What topics will be discussed? What methodologies will be used? Who will facilitate the learning sessions? What resources are needed to conduct the learning sessions?

Use the L&D Activity Plan template to break down the program into learning chunks or sessions. Fill up the template in a way that will allow the reader to follow the "learning journey" of the participants from UNFREEZING to ASSIMILATION to INTEGRATION.

In terms of allotting time, a big percentage of the L&D intervention should be devoted to ASSIMILATION. A suggested time distribution is 5% for UNFREEZING, 90% for ASSIMILATION, and 5% for INTEGRATION.

Remember to include Management of Learning (MoL) exercises and other formative evaluation activities throughout the L&D intervention, if it is a training program.

Example:

Day/ Time	Session Objectives *<What will learner achieve/ accomplish at the end of the session? >* *At the end of the learning session, participants will be able to:*	Module Title *<What is the title of the module? >*	*Expected Outputs* *<What concrete outputs will be produced during the session/ activity? >*	Topic/ Content Highlights *<What topics/ subject matter will be covered during the session? >*	Teaching/ Learning Methodology *<What learning methodologies will be used to help achieve the session objectives? >*	Facilitator/ Resource Person/ Learning Team *<Who will facilitate the learning session? Who will provide conceptual inputs? >*	Resources Needed <What equipment, supplies, learning aids, etc. are needed to support learning? >
DAY 1 8:30 - 10:00	• Exchange little known personal characteristics • Agree on learning objectives, program scope and approach, schedule, and session norms • Accomplish a pre-course survey	Module I. Preparing the Learning Climate	• Levelled off course expectations • Session Norms • Accomplished pre-course survey (Module 1)	• Prayer and Welcome • Getting to Know You (GTKY) a Little Better • Course Overview • Agreeing on Session Norms • Pre-course survey (Module 1)	• *A GTKY activity (What's your favourite candy?)* will allow participants to know each other a little better by sharing personal characteristics that they associate with their favourite candies. They will also articulate their course expectations and proposed session norms. • *Presentation-Discussion:* Course overview will be presented to level off with participants' expectations. Proposed session norms will be validated to ensure everyone's agreement. • *Administration of Pre-Course Survey:* A pre-course survey will be administered.	Cecile Panadero	• LCD projector • Clip on microphone • Sound system • Whiteboard • Flip chart stand • Easel sheets • Broad tipped permanent and whiteboard markers • Multi-coloured meta strips • Masking tape *(Note: These items are needed in all sessions.)* Presentation Slides Candies (M&M, Kit-Kat, Butterfinger)

Day/ Time	Session Objectives <What will learner achieve/ accomplish at the end of session? > *At the end of the learning session, participants will be able to:*	Module Title <What is the title of the module? >	*Expected Outputs* <What concrete outputs will be produced during the session/ activity? >	Topic/ Content Highlights <What topics/ subject matter will be covered during the session? >	Teaching/ Learning Methodology <What learning methodologies will be used to help achieve the session objectives? >	Facilitator/ Resource Person/ Learning Team <Who will facilitate the learning session? Who will provide conceptual inputs? >	Resources Needed <What equipment, supplies, learning aids, etc. are needed to support learning? >
10:15-12:00	• Explain the shift from traditional classroom training to WLP perspective in addressing learning needs of individuals and business needs of organisations • Identify implications of adopting WLP paradigm on designing training programs	Module II. WLP and Adult Learning Perspectives	Mind Map on Workplace Learning and Performance (WLP)	• WLP – Why and What – Implications for training design	• *Mind Mapping Activity.* With WLP as the core theme, participants will be engaged in a mind mapping activity to surface existing perspectives on WLP. • *Presentation-Discussion.* The output of the Mind Mapping activity will be used as jump-off point for expounding on WLP and its implications on the training design process.	Cecile Panadero	Coloured pens Crayons Easel sheets Masking tape Presentation slides
12:00 - 1:00 PM	*LUNCH BREAK*						
1:00 - 1:15 PM	• Engage in a physical activity in preparation for the succeeding activities				*Energizer*	Knoy Bite	

Day/ Time	Session Objectives *<What will learner achieve/ accomplish at the end of session? >* *At the end of the learning session, participants will be able to:*	Module Title *<What is the title of the module? >*	*Expected Outputs* *<What concrete outputs will be produced during the session/ activity? >*	Topic/ Content Highlights *<What topics/ subject matter will be covered during the session? >*	Teaching/ Learning Methodology *<What learning methodologies will be used to help achieve the session objectives? >*	Facilitator/ Resource Person/ Learning Team *<Who will facilitate the learning session? Who will provide conceptual inputs? >*	Resources Needed <What equipment, supplies, learning aids, etc. are needed to support learning? >
1:15 - 5:00 PM	• Expound on key principles and conditions that support adult learning • Differentiate learning styles of adult learners • Describe phases of the experiential learning cycle • Identify features and characteristics of training designs that are aligned and responsive to adult learning process	Module II. WLP and Adult Learning Perspectives *(Continued)*	 Learning styles of participants	• Adult Learning Principles and Conditions • Adult Learning Styles • Experiential Learning Cycle • Hooking into the adult learning process thru training design	• *Sentence Stems:* - As a learner, I … - I learn best if/ when… Facilitator to solicit participants' thoughts on the above sentence stems and use these to segue into the presentation-discussion on: Principles and conditions that support adult learning. • *Structured Learning Exercise: Four Corners.* A quick assessment of participants' learning styles will be done by dividing the classroom into four quadrants and getting the participants to move into their preferred "corner." Participants in the same corner will discuss their approach in learning a task. Adult learning styles using Kolb's model will be differentiated. • *Presentation-Discussion.* As		Presentation slides

Day/ Time	Session Objectives *<What will learner achieve/ accomplish at the end of session? >* *At the end of the learning session, participants will be able to:*	Module Title *<What is the title of the module? >*	*Expected Outputs* *<What concrete outputs will be produced during the session/ activity? >*	Topic/ Content Highlights *<What topics/ subject matter will be covered during the session? >*	Teaching/ Learning Methodology *<What learning methodologies will be used to help achieve the session objectives? >*	Facilitator/ Resource Person/ Learning Team *<Who will facilitate the learning session? Who will provide conceptual inputs? >*	Resources Needed <What equipment, supplies, learning aids, etc. are needed to support learning? >
					a synthesis of the learning session, a discussion on how training designs can be more aligned and responsive to WLP/ adult learning process will be facilitated.		
5:00-5:30 PM	• Expound on the value of engaging in learning reflection and journaling • Reflect on their learning for the day and record their insights	Learning Reflection	Learning log for Day 1 Tweets for the Day	• Learning reflection and journaling • Tweeting guidelines	• Presentation on learning reflection and guidelines on journaling and tweeting • Journaling and tweeting activity	Knoy Bite	Learning journal Tweet pages Old magazines Scissors Coloured pens Glue
DAY 2							
DAY 3							
4:00-5:30 PM	Reflect on and integrate key learning and insights from the three-day training program	Module V. Program Integration	Collage of Learning Journey	Review of learning objectives, key content areas and activities	*Collage making: Learning Journey.* Participants will individually reflect on their key learning and share this with members of their small groups. Each group will prepare a collage of their learning journey using art materials and present this to the class.	Cecile Panadero	Art materials

VII. Monitoring and Evaluation Plan

Example:

Intervention Title	**Course on Developing Effective Training Program Designs**
Planned Schedule	October 1-3, 2014
Target Learners (Office/Positions)	Technical staff members of the Talent Development Unit
Number of Target Learners	12
Financial Requirements	P250,000.00
Source of Funds	TDU training budget

Level of M&E	**Indicators** (What will you measure?)	**Methods/ Tools**	**Data Sources**	**When to M&E?**	**Person/s Responsible**
Level 4: Organisational Outcome	• PG Aklan employees are informed about inter- and intra-departmental administrative issuances in a timely and accurate manner	• Interview • Document Review	• Department Head • Employees • Minutes of the meetings • Accomplishment Reports • Action Plans	• 6 to 12 months after the intervention	• Process Owner: PHRMO (M&E Team of Learning and Development Division) • L&D Team
Level 3: Application (in the workplace)	• Participants effectively facilitate and manage meetings and discussions, and deliver effective presentation using well-prepared presentation materials	• Feedback interview • Work Review • Document review	• Department Head • Employees • Training participants • Action Plan • Activity Report	• 3 to 6 months after the intervention	• Process Owner: PHRMO (M&E Team of Learning and Development Division) • L&D Team
Level 2: Learning	Participants are able to: • Develop and use appropriate presentation materials • Demonstrate basic presentation skills • Apply facilitation skills in a practicum intervention	• Individual assessment • Skills observation on learning exercises • Review of training outputs	• Pre- and post-test results • Checklist of effective presentation and facilitation skills • Work samples/ training outputs	• Before, during and after the training	• Training team/ Facilitators
Level 1: Learners' Reaction	• Achievement of learning objectives • Participants' satisfaction with the learning environment	• Observation • Post Training Survey	• Participant • Post-Training Evaluation Sheets	• At the end of training intervention	• Training team/ Facilitators

Annex 3B. L&D Activity Design Quality Check

After preparing a process design, review it from different perspectives: as a learner, as a facilitator or trainer, and as a program designer.

Ask yourself these Quality Control Questions:

1. ***As if you were the learner:***
   - ☐ Are you clear about what you will be able to do as a result of the program?
   - ☐ Are you clear about what you are supposed to learn during the program?
   - ☐ Are the learning objectives realistic?
   - ☐ Do the content make sense?
   - ☐ Are you convinced that all subject areas are vital and important for you to achieve the learning objectives?
   - ☐ Note the time. Is the pacing acceptable to you?
   - ☐ Are there spots that might frustrate you because they are moving too fast or too slow?
   - ☐ Do you have all the right tools (media and materials) to help you learn? Do you need more tools? Would fewer/simpler tools be less confusing?
   - ☐ Is there enough variety to the learning activities to keep you interested?
   - ☐ Do you have opportunities to actively participate in the training activities?
   - ☐ Can you use your past experience as basis for learning?
   - ☐ Do you have opportunities throughout the program to practice what you learned?
   - ☐ Are there opportunities for you to get feedback each time you practice your learning?
   - ☐ Do you see yourself enjoying the training program?

2. ***As if you were the trainer or learning facilitator:***
   - ☐ Are you clear about the “end in mind” of your session/s?
   - ☐ Are there parts of the design that are awkward for you to present or lead?
   - ☐ Are the training methodologies appropriate given the learning objectives?
   - ☐ Are you confident that the learners will achieve the learning objective if you follow this process design?
   - ☐ Do you have enough/too much/too little time to cover all the topics and activities assigned to you?

3. As the program designer:

- ☐ Is the Performance Objective statement:
  - _ Performance-based
  - _ Behavioral
  - _ Condition and criterion (degree) given
  - _ Time-bound
  - _ Realistic given the time frame
- ☐ Are the Enabling/Session objectives:
  - _ Adequate to achieve Performance Objective
  - _ Achievable
  - _ Stated in behavioral terms
  - _ Stated from the learners' perspective
  - _ Logically sequenced
- ☐ Are the content areas:
  - _ Adequate in breadth and depth given learning objectives
  - _ Vital and important
  - _ Logically sequenced
  - _ Balance in terms of theoretical inputs and practical application
- ☐ Are/ Do methodologies:
  - _ Appropriate for the learning objective
  - _ Provide variety and address various intelligences
  - _ Consider participants' learning styles
  - _ Provide for adequate practice and feedback
  - _ Consider adult learning principles
  - _ Consider profile of learners
  - _ Creative or innovative

- ☐ Is there a logical flow of activities and sessions?
- ☐ Does the design provide enough time and activities for setting the learning environment?
- ☐ Are there opportunities for participants to reflect on the learning experiences?
- ☐ Are there built-in training-learning evaluation mechanisms?
- ☐ Given the content and process, will the learners be able to achieve the objective of the program?
- ☐ Is there a sense of completion at the end of the program?

It is possible that you will be unable to answer some questions with certainty. Still, just asking them may trigger your creativity and/or logic and suggest ways to improve your design.

Finally, you can review your design with others (your colleagues, your manager, and if possible, your clients) who can also answer these questions to assure quality.

Annex 3C. Terms of Reference L&D Contracting

Title of L&D Intervention	
Target Venue of Program Implementation	
Name of Requesting Department	

Background *<Provide an overview of the program and its relevance to the strategic priority of the organization. >*

Objectives *<The objectives of the project to which this contract will contribute. Ideally, this should define the Workplace Development Objectives to clearly specify the contribution of the L&D intervention to the strategic goal/s of PGA.>*

Scope of Assignment *<Indicate activities included in the intervention.>*

Timeframe of Intervention *<Provide schedule and duration of the intervention.>*

Required output/s *<Indicate output/s that the provider and participants need to complete/deliver.>*

Participants *<Target learners from the organization.>*

Methodology

<Enumerate all possible strategies and approaches that can be used in delivering the intervention.>

Roles and Responsibilities

<Specify tasks and functions of LSP and concerned players in PGA. Indicate PGA support needed to achieve expected output/s.>

Expertise Required

<Indicate qualifications and specialized knowledge/competencies of LSP relative to the intervention.>

Profile of Learning Service Provider

<Provide background on qualifications of the LSP, including previous related projects.>

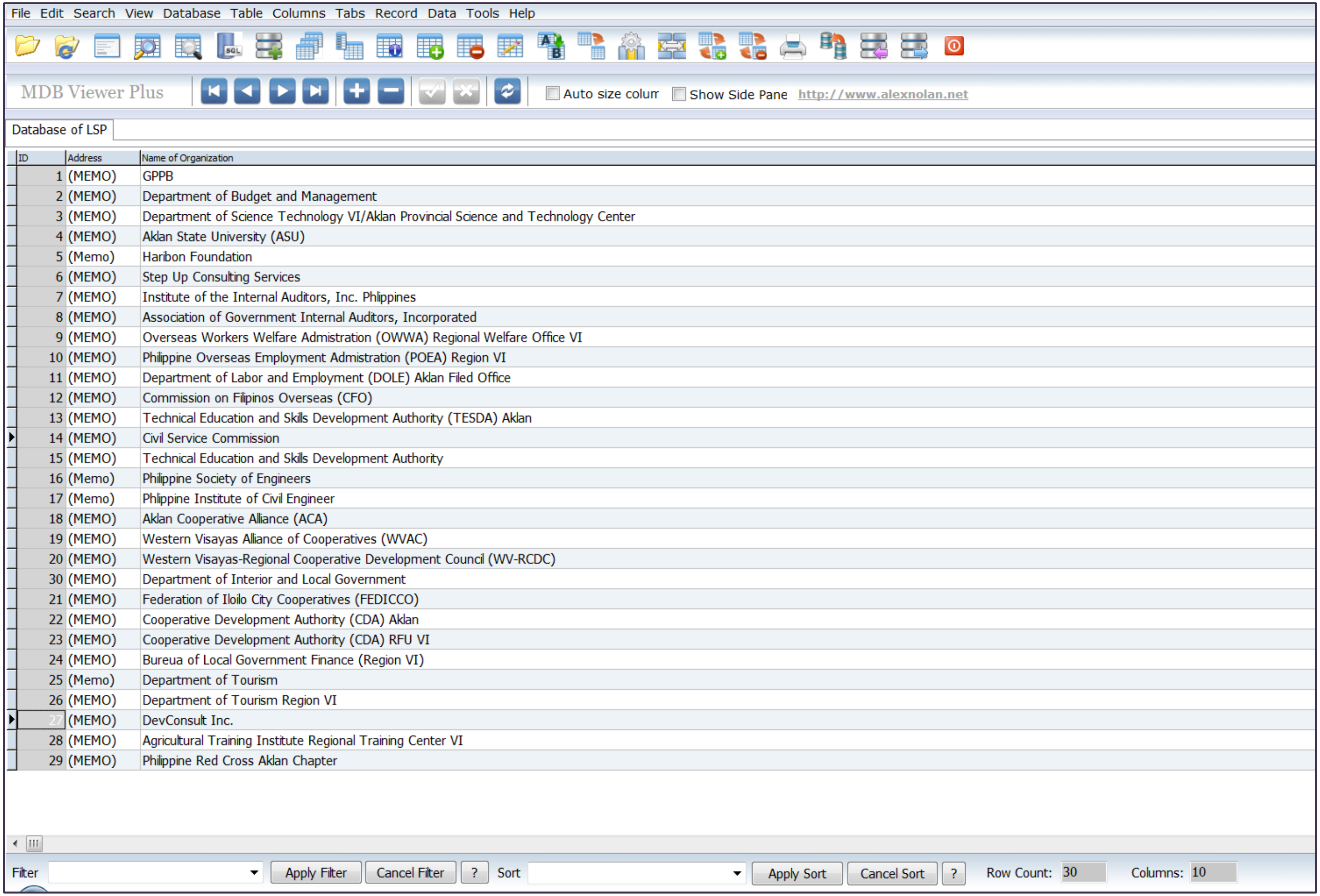
Terms and condition

<Criteria that will be used by the LSP and PGA in evaluating if the outputs are acceptable.>

Professional fee and term of payment

Requested by:	Recommending Approval:	Approved:
____________________	____________________	____________________
Name of Department Head	Ellen I. Tolentino PGDH-PHRMO	Florencio T. Miraflores Provincial Governor

Annex 3D. LSP Database Information Form



ID	Address	Name of Organization
1	(MEMO)	GPPB
2	(MEMO)	Department of Budget and Management
3	(MEMO)	Department of Science Technology VI/Aklan Provincial Science and Technology Center
4	(MEMO)	Aklan State University (ASU)
5	(Memo)	Haribon Foundation
6	(MEMO)	Step Up Consulting Services
7	(MEMO)	Institute of the Internal Auditors, Inc. Philippines
8	(MEMO)	Association of Government Internal Auditors, Incorporated
9	(MEMO)	Overseas Workers Welfare Admistration (OWWA) Regional Welfare Office VI
10	(MEMO)	Philippine Overseas Employment Admistration (POEA) Region VI
11	(MEMO)	Department of Labor and Employment (DOLE) Aklan Filed Office
12	(MEMO)	Commission on Filipinos Overseas (CFO)
13	(MEMO)	Technical Education and Skills Development Authority (TESDA) Aklan
14	(MEMO)	Civil Service Commission
15	(MEMO)	Technical Education and Skills Development Authority
16	(Memo)	Philippine Society of Engineers
17	(Memo)	Phlippine Institute of Civil Engineer
18	(MEMO)	Aklan Cooperative Alliance (ACA)
19	(MEMO)	Western Visayas Alliance of Cooperatives (WVAC)
20	(MEMO)	Western Visayas-Regional Cooperative Development Council (WV-RCDC)
30	(MEMO)	Department of Interior and Local Government
21	(MEMO)	Federation of Iloilo City Cooperatives (FEDICCO)
22	(MEMO)	Cooperative Development Authority (CDA) Aklan
23	(MEMO)	Cooperative Development Authority (CDA) RFU VI
24	(MEMO)	Bureua of Local Government Finance (Region VI)
25	(Memo)	Department of Tourism
26	(MEMO)	Department of Tourism Region VI
27	(MEMO)	DevConsult Inc.
28	(MEMO)	Agricultural Training Institute Regional Training Center VI
29	(MEMO)	Philippine Red Cross Aklan Chapter

Annex 3E. Session Guide Template

[Title of Training Program]
Session Guide

I. Introduction

Answers the question: Why was the guide developed and how should it be used?

Discuss the purpose and scope of the Session Guide and specify its intended user.

Expound on how the guide has been formatted and is to be used. If icons have been utilised, explain their meaning and usage in the document.

II. Session Structure

Answers the question: How should the session be conducted?

Present the process for delivering the session. Bear in mind that the content of the Session Guide should be aligned with the Course Design and Training Plan. Therefore, please refer to these documents in developing the components of the guide.

Using the matrix below, fill in the columns by providing the following:

- ***Time**. Specify the schedule and duration of the learning session.*
- ***Learning Objective/s**. State what learners should be able to do at the end of the session.*
- ***Facilitator's Task**. Indicate what the Facilitator should be able to do during the session. It is important that this is aligned with the learning objective/s.*
  <u>Note that this is not included in the Training Plan and should therefore be formulated</u>.
- ***Content/Activity**. Describe the step-by-step process that will be followed in delivering the session, including what the Facilitator will say and do. This section should expound on activities that will be conducted, questions that will be asked to surface learning, and key inputs that will be discussed during the session. It should also explain how the session should be started and ended.*
- ***Facilitator/Resource Person**. Identify who will conduct the session and use the guide.*
- ***Learning Aids/Materials/Equipment**. Specify resources that will be needed to implement planned activities of the session. Handouts and presentation materials that would be used should be attached as an annex to the Session Guide.*

Time	Learning Objective At the end of the session, participants should be able to:	Facilitator's Task During the session, the facilitator should be able to:	Content/ Activity	Facilitator/ Resource Person	Learning Aids/ Materials/ Equipment

ANNEXES

This is a listing of all annexes such as presentation slides and handouts, organised and labelled as referred to in the preceding matrix. The session guide should also be supplemented with copies of electronic files of these documents for easy access of Facilitators in delivering the sessions, and Training Managers in reproducing handouts for distribution to learners.

Annex 3F. Training Logistics Checklist

Program Title	
Implementation Date/s	
Venue	

Venue		**Details**	**Status**
Training Room	☐ Room layout	* *How should the room be arranged? Please attach an illustration of the room set-up. Indicate changes in room layout and specify dates, if any.* * *Remember to plan for:* - *Secretariat area: where the training team will be stationed* - *Facilitators area: where the training facilitators will stay between sessions* - *Coffee or snack area: in case these will be served inside the training room* - *Other special areas such as a reading area, supply area, etc.*	
	☐ Break-out rooms	* *Will break-out rooms be used? For what activity? When?* * *How many participants will be using the room?* *Please attach an illustration of the room set-up. Indicate date/s and time/s needed.*	
	☐ Audio/video system	* *How many microphones are needed? Wireless or corded microphones?* * *Are music and video players needed? What format? When are these needed?*	
	☐ Lighting	* *What kind of equipment would be used during the session? LCD or others?*	
	☐ Ventilation	* *How can the temperature be controlled?*	

	☐ Comfort rooms	* *Where are the comfort rooms?* *Remember to prepare the necessary signage.*	
	☐ Training equipment, etc. ▪ Projector ▪ Laptop ▪ Screen ▪ Presenter ▪ Whiteboard/eraser ▪ Easel stand/s	*Identify equipment needed to deliver the planned training sessions. Refer to the detailed training plan to identify these requirements.*	
Venue		**Details**	**Status**
Training Room	▪ Flagpole ▪ Lectern ▪ Others		
	☐ Welcome Streamer	* *How should the streamer be designed? Be mindful of prescribed templates/formats.*	
	☐ Others		
Accommodation	☐ Rooming arrangement	* *What are the sleeping arrangements during the training? Please attach a rooming list.*	
	☐ Hotel and room amenities	* *What services and facilities are available to participants free of charge? What expenses will be charged to participants?*	
	☐ Others		
Meals	☐ Meal requirements	* *What meals will be served?* * *How many people will be taking their meals during the training?*	
	☐ Special dietary needs	* *Are there participants who would require special food? If so, please specify names and dietary restrictions.*	
	☐ Menu	* *What food will be served for each meal?* *Reminder: consider special dietary needs.*	

	☐ Flowing coffee/tea	* *If to be served, have arrangements for flowing coffee and tea been made?*	
	☐ Schedule of serving	* *At what time would meals be served?*	
	☐ Meal service area	* *Where will meals be served?*	
	☐ Candies, nuts, chips (during sessions)	* *If these will be served, what food items would be purchased?*	
	☐ Others		
Training Aids, Supplies and Materials		**Details**	**Status**
Participants' Kits	☐ Bag ☐ Binder ☐ Notebook ☐ Nametag ☐ Ballpen ☐ Others (e.g., USB, etc.)	* *Identify and provide specifications for the contents of the kit.* *Please attach the template for the nametags.*	

Training Aids, Supplies, and Materials		**Details**	**Status**
Learning Materials and Aids	☐ Presentation Slides	* *If possible, list down the titles of presentations.* *Include a template that would be used in developing the presentation slides.*	
	☐ Handouts and worksheets	* *List down the titles of handouts and worksheets.* *Include a template that would be used in developing these materials.*	
	☐ SLE materials	* *If SLEs would be conducted, what materials will be used? Specify quantity and specifications.*	
	☐ Resource books/materials	* *List down the titles of these materials.*	
	☐ Posters	* *List down the titles of these posters.* *Attach design of posters, if to be prepared.*	
	☐ Other visual aids	* *List down the titles of visual aids.* *Attach design of visual aids, if to be prepared.*	

Supplies and Materials	☐ Easel sheets	* *Indicate quantity and specifications of each of the supply requirements.*	
	☐ Cartolina		
	☐ Copy/Bond paper		
	☐ Coloured paper		
	☐ Markers (Permanent/ Whiteboard)		
	☐ Masking tape		
	☐ Meta-strips/cards		
	☐ Map pins		
	☐ Puncher		
	☐ Paper clips		
	☐ Stapler with staple wire		
	☐ Scissors		
	☐ Cutter		
	☐ Glue		
	☐ Folders		
	☐ Envelopes		
	☐ Prizes		
	☐ Tokens		
	☐ First-aid kit	* *Indicate quantity and specifications of each of the supply requirements.*	
	☐ Extension cords		
	☐ USB/ thumb drives		
	☐ National anthem/s		
	☐ Mood music		
	☐ Flag		

	☐ Others		
Equipment	☐ Printer	* *Indicate quantity and specifications for each.*	
	☐ Camera (photo and/or video)		
	☐ Wireless internet kit		
	☐ Recorder		
	☐ Others		
Travel and Transportation		**Details**	**Status**
	☐ Transportation requirements	* *Specify travel schedules and requirements of training team and participants.* *Attach the Transportation Planning Worksheet.*	
	☐ Payment for transportation	* *Who will be paid and how much?* *Specify providers and amounts to be paid to each.*	
	☐ Per diem / allowances	* *What allowances are participants and training team members entitled to?* *Indicate names and amounts.*	
Communication/Documentation		**Details**	**Status**
Resource Persons/Guests	☐ Invitation to Resource Persons and documentor	* *Who will be invited as Resource Persons?*	
	☐ Terms of Reference/Contract for invited Resource Persons and documentor	* *Who are the confirmed Resource Persons?* * *Have their TOR/contract been developed and finalised?* * *Have they accepted/signed their contract?*	
	☐ Payment for Resource Persons and documentor	* *Who will be paid and how much?* *Specify Resource Persons and professional fees to be paid to each.*	
	☐ Invitation to guest/s	* *Who will be invited as guests in the opening, closing, and other important activities of the training intervention?*	

Communication/Documentation		Details	Status
Participants	☐ Invitation to participants	* *Who will be invited as participants/ learners?*	
	☐ Communication to participants' superior/s	* *Who will authorise the participation of target learners in the training?* * *Have they been informed about the training schedule and requirements from its participants?*	
	☐ Certificate of Participation	*Attach a template for the certificate.*	
	☐ Certificate of Appearance	*Attach a template for the certificate.*	
Venue Reservation	☐ Reservation for venue	* *Where is training going to be conducted? Please specify the name/s of training venue/s and specific date/s.*	
	☐ Contract for venue	* *Who is the contractor for the venue?*	
	☐ Payment for venue	* *How much needs to be processed as payment to the venue contractor?*	
Training	☐ Attendance sheet	* *What is the format/template for each of these documents?*	
	☐ Registration form		
	☐ Introduction script for Resource Person/s and guests		
	☐ Level 1 evaluation form		
	☐ Level 2 evaluation form		
	☐ Training documentation		
	☐ Others		
Other logistics			**Status**
	☐ Arrangement for socials	* *Where is the venue of the socials?* * *What food would be served?* * *How should the venue be set up?*	

Annex 3G. Level 3 Survey, Interview Guide – Sample

Level 3 - Application of Learning

The purpose of the Level 3 evaluation is to determine the extent to which participants of an L&D program have been able to demonstrate the desired competencies in the workplace.

Because a Level 3 evaluation focuses on the application of learning-on-the-job, it should be conducted some time after the L&D intervention, e.g., 3 to 6 months after. This is to give sufficient opportunity for participants to use their new skills and knowledge in performing their work. This follow-up evaluation can be done by interview or survey.

Sample Interview Questions

Respondents to the interview include the participants themselves. Other respondents should be those who have had ample opportunity to interact or directly observe the participants on the job. Typically, a participant's direct supervisor is a good source of information. S/he knows what is expected of participants in terms of performance and how this contributes to the achievement of the office's goals and objectives. S/he also monitors the participants' progress on the Individual Development Plan (IDP) that has identified the competencies that participants need to improve.

Interview questions focus on observed behaviour change along the competencies targeted by the L&D program. Interview questions may be variations of these:[1]

- Are you doing anything different on the job because you attended the training?
- Can you briefly describe what you are doing and how it is working?
- If you are not doing anything different, can you tell me why? (Probe for reasons, e.g., learning not useful to job, boss not supportive, etc.)

A re-entry action plan (REAP) is one mechanism for ensuring there is opportunity to practice competencies that have been developed from a program. If participants are implementing a REAP, the interview can also focus on the progress and outcomes of the REAP. Some questions can include the following:

- What is the current status of your REAP?
- How has your learning from the training helped you in carrying out your REAP? What competencies were you able to use in implementing your REAP?
- What challenges have you encountered in implementing your REAP? What other competencies do you still need to develop to achieve the objectives of your REAP?
- In what way/s has your REAP contributed to your office?
- What other support do you need in implementing your REAP?

The questions above may be rephrased when interviewing the participants' supervisor.

The responses to these questions are then reviewed against the indicators in the M&E Plan as well as other indicators of the application of learning that have been agreed upon with the supervisor. An assessment can then be made of the participants' extent of use of the new competencies from the L&D program, and what further support or intervention may be needed to sustain gains.

[1] Kirkpatrick, D. and Kirkpatrick, J., Evaluating Training Programs: The Four Levels, San Francisco, 2009.

This survey is to be completed by Section Chiefs

Sample Level 3 survey (application of learning)

Planning and Leadership Improvement Survey

Feedback on the Planning and Leadership Development Program

Indicate target respondents. Respondents should be familiar with the learner and have had adequate opportunity to observe his/her behaviour on the job.

Greetings!

Last year, we implemented a Planning and Leadership Development Program for Division Chiefs. We would like to get your feedback on the effectiveness of the training by completing the survey below.

Instructions

On the next page you will find statements describing various leadership behaviours. Please read each statement carefully, and using the RATING SCALE below, ask yourself:

"In the past 6 -8 months, have you noticed any change or improvement in the way your manager exhibits the behaviour described?"

- Be realistic about the extent to which you actually observe the behaviour.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like your manager to behave or in terms of how you think he/she should behave.
- DO answer in terms of how he/she typically behaves on most days, on most projects and with most people.
- Be thoughtful about your responses. For example, giving them 3s on all items is most likely not an accurate description of their behaviour. Similarly, giving them all 1 or all 5 is most likely not an accurate description either. Most people will improve on some behaviour more or less than they do other behaviours.

For each statement, decide on a response and then put a check (✓) or "x" in the column to the right of the statement. After you have responded to all statements, go back through the questionnaire one more time to make sure you have responded to each statement. ***Every*** statement ***must*** have a rating.

The **RATING SCALE** runs from **1 to 5,** where "1" means "No improvement/ same as before" and "5" means "With significant improvement observed". Choose the number that best represents your answer. There are no right or wrong answers.

Please be assured that your responses will be kept confidential. These will only be used to assess the effectiveness of the Planning and Leadership Training for middle managers, and to make improvements to future programs. Your answers will be consolidated with those of other respondents nationwide. This is NOT part of the Division Chief's performance assessment. No individual analysis or reports will be made.

Provide clear objectives and give assurance of confidentiality to encourage respondents to be candid and honest in their answers.

Please return the completed questionnaire in a sealed envelope to the HR Office, through your Administrative Officer, by **<date>**:

Tip: If feasible, you may invite respondents in one venue and administer the survey at one time. This helps in increasing the return rate as you can collect the completed survey immediately.

Office of the Director, HR Office

Thank you…

This survey is to be completed by Section Chiefs

Your Position/Designation (optional): ______________________________   ***Your Department: ___________________________________***   ***Your Gender: ___________Male _____________Female***   ***Position of manager* being rated: ___Division Chief ___Asst Division Chief ___Administrative Officer***   ***Length of time (years) you have been working with the manager being rated: __________***   **Note that "manager" refers to your Division Chief or Assistant Division Chief who attended the training.*

To what extent has your manager improved in the following behaviours in the last 6 to 8 months?

Please put a check (✓) or "x" in the column that best applies to each statement.	***1*** *No improvement / same as before*	***2***	***3***	***4***	***5*** *With significant improvement observed*
1. Demonstrates his/her personal values in the way he/she conducts himself/herself in the workplace.					
2. Exhibits exemplary leadership during critical incidents (calamities, emergencies, etc.).					
3. Ensures that principles and standards agreed upon are honoured (contracts, deadlines, commitments).					
4. Talks about what a project completion would mean for the team, the department, and the country.					
5. Encourages people to think of new ways of doing things (e.g. speeding up procedures or processes, handling contractors, report generation).					
6. Does what he/she says he/she would do or delivers on promises and commitments made.					
7. Asks people for feedback on his/her actions.					
8. When things don't turn out as planned, he/she asks what people can learn from the experience.					

Customise the items of the survey based on the M&E Plan, i.e., what behaviours are participants expected to demonstrate back on the job as evidence of their application of learning? These are best pre-identified in collaboration with the supervisors of the participants. They may also be culled from the learning objectives of the L&D intervention.

9. Allows people to explore different ways to accomplish their work.					
10. Is appreciative of all efforts and contributions made by members of the team (e.g. every submission of reports)					

	1 *No Improvement*	***2***	***3***	***4***	***5*** *With significant Improvement*
Rate the overall improvement of your manager as a leader in the last 6-8 months.					

Other comments:

Thank you for filling out this form…

Allow space for comments that may help explain the ratings.

SAMPLE 1

(Source: Training Evaluation Field Guide, United States Office of Personnel Management, January 2011, http://www.opm.gov/policy-data-oversight/training-and-development/reference-materials/training_evaluation.pdf)

L1 and L2 Participant Survey #1

Instructions: Thinking about the course you just completed, please indicate to what degree you agree with each statement using this rating scale:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Please provide comments along with your rating to help us to improve this course in the future.

Learning Environment

The class environment helped me to learn.	1	2	3	4
There were no major distractions that interfered with my learning.	1	2	3	4

Comments:

Relevance

The program material will be helpful for my success in the future.	1	2	3	4
I will be able to immediately use what I learned.	1	2	3	4

Comments:

Delivery

I was well engaged with what was going on during the program.	1	2	3	4
The activities and exercises aided in my learning.	1	2	3	4
I was given adequate opportunity to demonstrate what I was learning.	1	2	3	4

Comments:

Overall

The program met my expectations.	1	2	3	4
I am clear on how to apply what I learned on the job.	1	2	3	4
I would recommend this program to my co-workers.	1	2	3	4

Comments:

From what you learned, what will you be able to apply on your job?

Energy for Change

How ***confident*** are you that you will be able to apply what you have learned back on the job? (Circle one rating)

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Not at all confident — Extremely confident

If you circled 6 or lower, please answer the following question. Circle all that apply.

My confidence is not high because:

a. I do not have the necessary knowledge and skills
b. I do not have a clear picture of what is expected of me
c. I have other higher priorities
d. I do not have the necessary resources to do it
e. I do not have the human support to do it
f. Other (please explain):

How ***committed*** are you to applying what you learned to your work? (Circle one rating)

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10	
Not at all committed	Extremely committed

If you circled 6 or lower, please answer the following question. Circle all that apply.

My commitment isn't high because:

a. I do not have the necessary knowledge and skills
b. I do not have a clear picture of what is expected of me
c. I have other higher priorities
d. I do not have the necessary resources to do it
e. I do not have the human support to do it
f. I am not required to do this
g. I am not rewarded or recognized for doing this
h. Other (please explain):

What barriers do you anticipate that might prevent you from applying what you learned?

What might help to overcome those barriers?

What outcomes are you hoping to achieve as a result of your efforts?

SAMPLE 2

L1 and L2 Participant Survey #2

Instructions

- For questions 1-5, please using the following rating scale:

  1 = strongly **disagree** 10 = strongly **agree**

- Please circle the appropriate rating to indicate to what degree you agree with each statement.
- Please provide comments to explain your rating.

Rating										
Strongly disagree						**Strongly agree**				
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	1. I took responsibility for being fully present and engaged in this program.
Comments:										

										would recommend this program to others.
Comments:										

Instructions

- For questions 6-8 please use the following rating scale:

1	2	3	4	5
Little or no understanding	Basic understanding, but cannot demonstrate it	Understands and can demonstrate it with assistance	Can demonstrate without assistance	Can demonstrate and teach others to do it

- Please circle the appropriate rating of yourself **before** the training and **now** (after the training).
- Please provide comments to explain your ratings.

Before the Program **After the Program**

Before						After				
1	2	3	4	5	6. *Course objective #1*	1	2	3	4	5
Comments:										
1	2	3	4	5	7. *Course objective #2*	1	2	3	4	5
Comments:										
1	2	3	4	5	8. *Course objective #3*	1	2	3	4	5
Comments:										

9. How can this program be improved?

10. Please share any additional comments you may have. If you authorize us to use your comments in marketing materials, please print your name and provide your job title.

Provincial Government of Aklan
LEARNING AND DEVELOPMENT MANUAL

VOLUME 4:
L&D IMPLEMENTATION

TABLE OF CONTENTS

LIST OF FIGURES

ACRONYMS

L&D	Learning and Development
LCE	Local Chief Executive
LDC	Lower Division Clerk
LDD	Learning and Development Division
LOI	Letter of Invitation
M&E	Monitoring and Evaluation
PGA	Provincial Government of Aklan

DEFINITION OF TERMS

Executive and Legislative Agenda (ELA) - A planning document covering a three-year period corresponding to the term of local elective officials that is mutually developed and agreed upon by both the executive and legislative departments of a local government unit (LGU).

Capacity Development Agenda (CDA) - A comprehensive three-year plan that is part of the ELA and guides the LGU in implementing organizational capacity and individual competency development initiatives that support the achievement of ELA priorities.

Debriefing Worksheet - Is a guide for the conduct of end-of-day cliniquing/debriefing.

Documentation Worksheet – This is where highlights of the Intervention are captured.

Individual Performance Commitment and Review (IPCR) – A performance evaluation tool that contains agreed performance results that an employee commits to deliver and their corresponding success indicators. It is developed by individual staff in all units of the organisation with their supervisor at the beginning of the appraisal period and serves as the basis for evaluating their accomplishments at the end of the given period.

L&D Enabling Mechanisms - Administrative systems, facilities, materials, and other resources for the overall L&D system to function smoothly, such as: L&D information, facilities and equipment, materials, and other resources.

L&D Execution - Processes in implementing the L&D cycle, i.e., needs analysis, design, development, implementation, and monitoring and evaluation of interventions. Some of the expected outputs in this area are: L&D needs; L&D intervention designs; learning materials; implemented L&D interventions; and acquired competencies.

L&D Governance - The structural means for executive leadership to meet the L&D needs of the organisation, comprising: L&D policy and philosophy; approved L&D plans and budgets at all levels; resources made available; structure and staffing; and political support at all organisational levels.

L&D Planning, Monitoring, and Evaluation - The development of a hierarchy of L&D plans to meet the needs of the organisation. It includes establishing mechanisms to measure and evaluate the effectiveness and efficiency of the entire L&D system and its processes in supporting organisational goals. This component looks into: strategic L&D plans; annual L&D plans and budgets; monitoring and evaluation plans and reports.

L&D System – A set of elements that work together in managing Learning and Development in a way that responds to the organisation's strategic needs. These elements include: L&D Governance, L&D Planning, Monitoring and Evaluation, L&D Execution, and L&D Enabling Mechanisms.

Learning and Development (L&D) – A set of systematic and planned activities designed by an organization to equip its members with necessary competencies to meet current and future job requirements. It is also known as Human Resource Development.

Office Performance Commitment and Review (OPCR) – A performance evaluation tool that is used by the head of office to establish performance results that the office commits to deliver and their corresponding success indicators. It is developed at the beginning of the appraisal period and serves as the basis for evaluating office accomplishments at the end of the given period.

Pre-test - Is administered at the beginning of the Intervention to determine participants' baseline level in terms of the targeted competency. This is a component of learning evaluation.

Supervisor – An employee who directly oversees the work of one or more personnel. A Supervisor may be a Department Head, Assistant Department Head, Division Chief, Unit Head, or an employee who may not be holding a supervisory position but has been formally assigned supervisory functions or to manage personnel on a regular or continuing basis.

Training Logistics Checklist - A planning tool that can be used by the activity coordinator/manager in organising intervention requirements and arrangements.

Workplace Development Objectives (WDO) - Hierarchy of objectives that describes the planned gains from an L&D activity. The objectives cover: competencies improved; outputs produced as a demonstration of enhanced competency; and organizational outcomes and development impact achieved.

PURPOSE OF THE MANUAL

The Manual is designed to guide the Learning and Development Division (LDD) of the PGA Human Resource Management Office (PHRMO) in implementing the PGA L&D System. It will also a reference document for other key L&D players in the Provincial Government, including PGA Management, Human Resource (HR) Core Team, Facilitators' Pools and HR Focal Persons, who will support the LDD in managing L&D activities.

How to Use the Manual

The Manual is organized into five (5) sections, covering the stages of the L&D System.

Each section is prefaced with a brief overview of the stage. This is followed by a discussion of activities and tasks in implementing processes involved. Flowcharts illustrating major steps and decision points for the stage and its activities are also included.

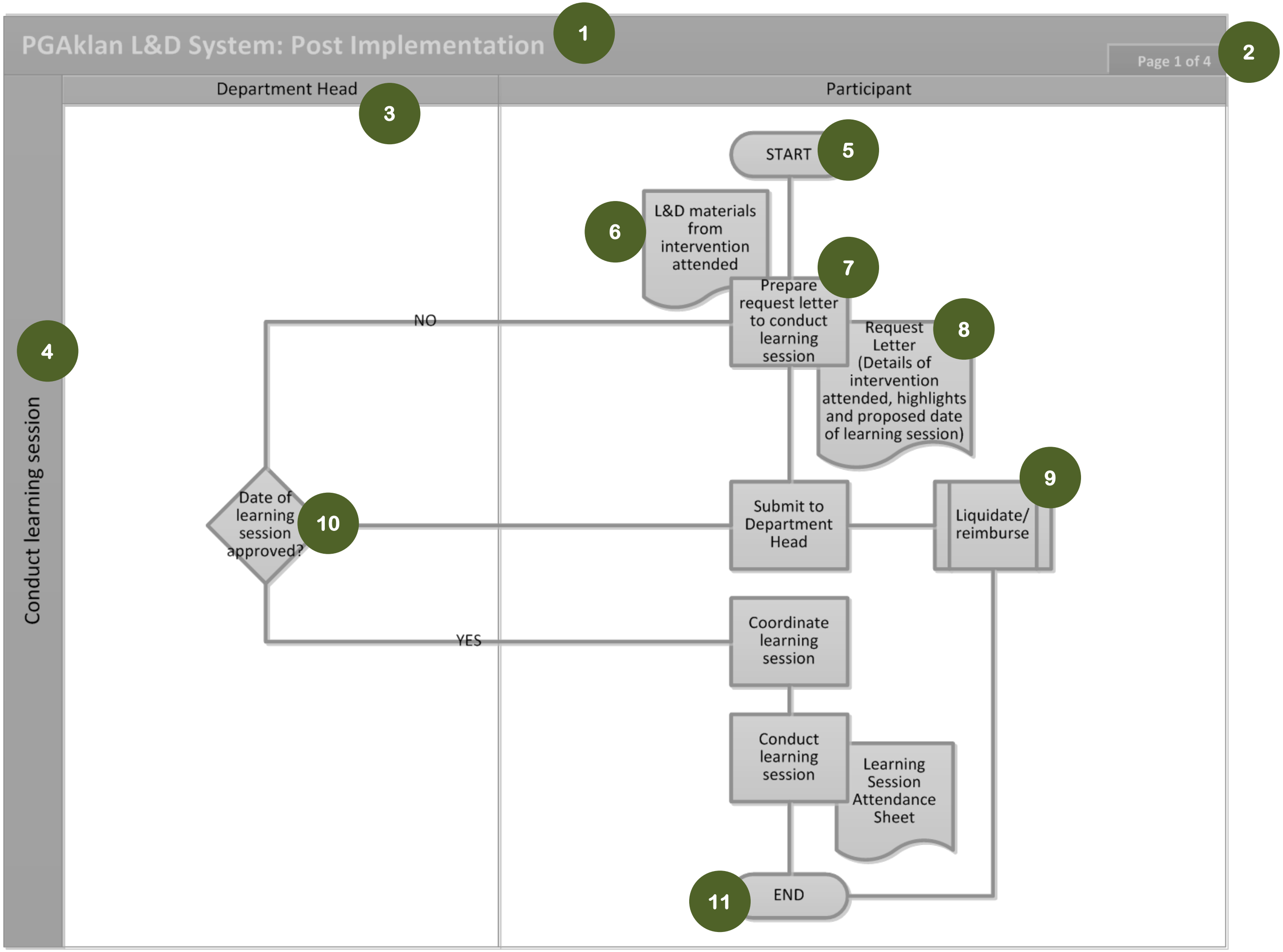
This symbol shows the **Activities** or major steps involved in the implementation of each of the five sections of the Manual.

Tasks are the step-by-step processes to be done by specific key persons that are necessary to complete each activity.

Notes contain additional information that may be needed by users of this Manual in accomplishing tasks involved.

This icon indicates **Reminders** and **Tips** shared with users to underscore important actions and considerations relative to activities and tasks to be done.

HOW TO READ THE FLOWCHARTS



A legend of flowchart symbols used in PGAklan L&D System is shown below:

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1		Title of the process
2		Page number of diagram and the total number of pages of the process illustrated
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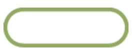
11		End of activity

Provincial Government of Aklan
Learning and Development System

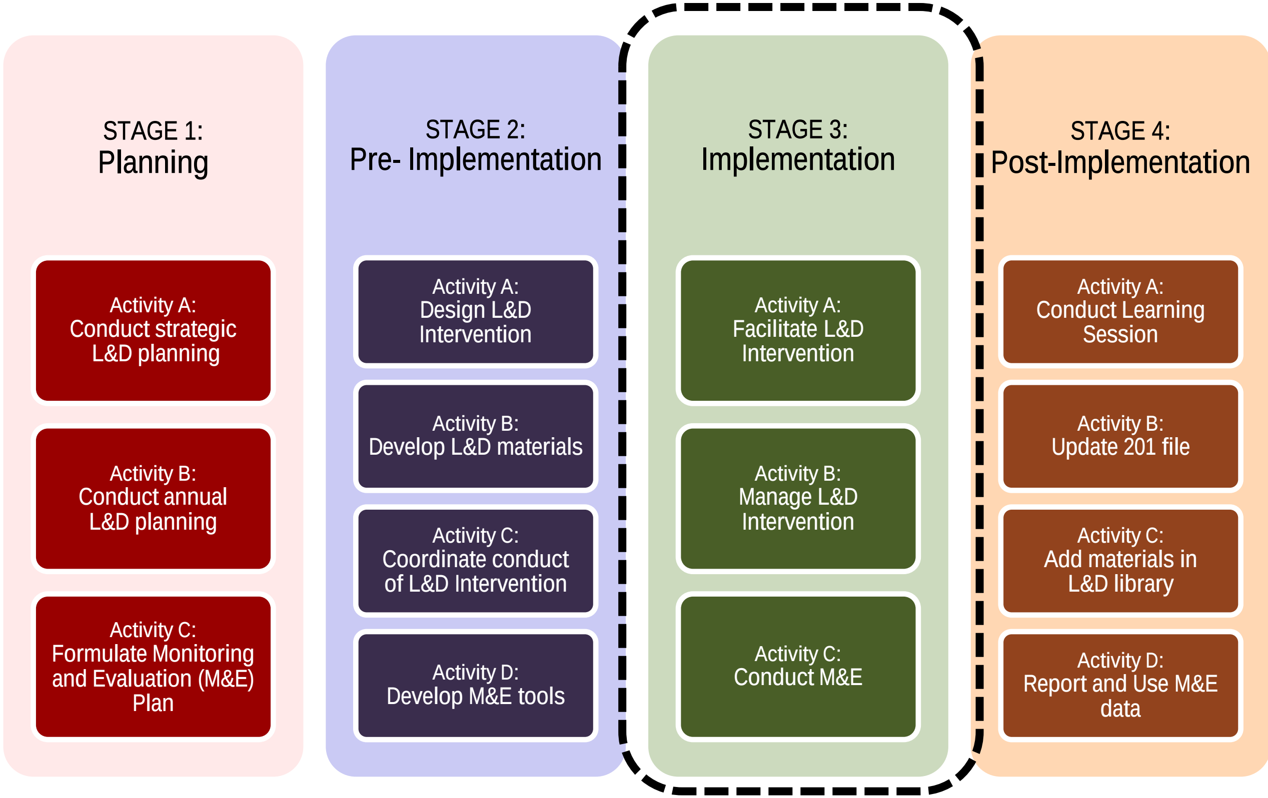


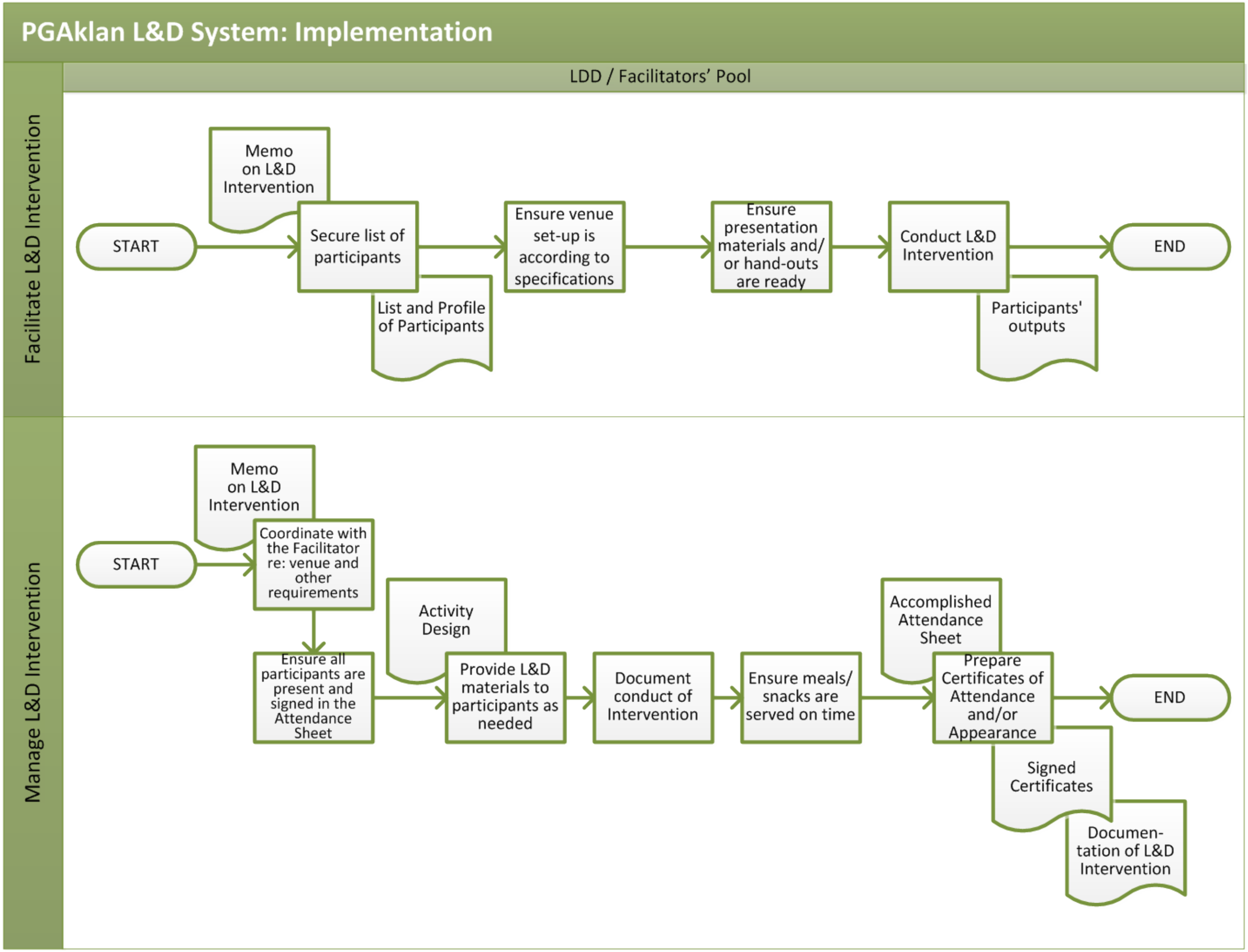
Figure 1. Stages of PGA L&D System

L&D IMPLEMENTATION

As an old proverb goes, "the proof of the pudding is in the eating." The best laid-out L&D Intervention Design and Implementation Plan will not be effective and successful if not properly executed. This phase involves two important clusters of activities: the management and facilitation of learning sessions, and the monitoring and evaluation (reaction and learning levels) of the L&D Intervention.

> The best training program in
> the world is absolutely
> worthless without the will
> to execute it properly,
> consistently,
> and with intensity.
>
> \- John Romaniello

Figure 2. Activity A: Implementation



Activity **A1**

Facilitate the L&D Intervention

The Facilitator plays the important role of enabler of learning. Hence, it is critical that s/he is able to provide participants with a complete learning experience where they not only absorb ideas and build competencies but more importantly, know how to and are able to later on apply them in the workplace. To increase chances of success, the Facilitator sets and maintains an environment conducive to learning, and guides participants through their learning journey by conducting activities captured in the intervention design and Session Guide.

TASK 1 LDD/ Facilitators' Pool prepares to conduct the L&D Intervention

The assigned Learning Facilitator secures and studies participants' profile to adjust language and overall approach to the learners. Data to be included in the profile include: full name and nickname, birthday (in case this is celebrated during the activity), age, gender, position, office/location of workplace, and contact details.

Secure and review participants' profile

↓

Review Session Guides and presentation materials

↓

Ensure that venue is set up according to specifications

↓

Ensure that presentation materials and/or hand-outs are ready

> Practicing in front of a mirror helps the Facilitator spot flaws in the presentation and increases confidence in delivering the session.

The Facilitator reviews and studies thoroughly the session structure and content as detailed in the Session Guide. If needed, the Facilitator practices for actual delivery.

Presentation materials and learning aids, including handouts, are checked for completeness, adequacy, and quality. Instructions on timing of the use and distribution of learning materials are also discussed with the activity coordinator, using the Session Guide as reference.

> Coming to the venue early gives the Facilitator sufficient time to check on the requirements for the presentation and ensures a stress-free start.

The setup of the venue is checked to ensure that it is according to specifications (i.e., table arrangements, positioning of projector, etc.). The venue setup is included in the logistics checklist for easy reference.

Facilitator conducts training activities

TASK 2

Facilitator conducts Learning Sessions using methodologies detailed in the Session Guide. S/he makes sure that the sessions' learning objectives are met by paying attention to both content and process.

In conducting learning sessions, the Facilitator performs the following tasks:

- Facilitates setting of norms and ensures these are observed
- Guides discussion and activities towards learning objective
- Helps participants address learning challenges
- Encourages participation
- Keeps group energized
- Manages time
- Facilitates reflection and synthesis of learning
- Summarizes agreements and next steps

As necessary, the Facilitator adjusts delivery (both content and process) to address emerging needs of the class.

Activity A2

Manage the L&D Intervention

One key concern in the execution of the L&D Intervention is the successful orchestration of the different elements during the conduct. This includes tracking whether set learning objectives are being achieved, all learning support and logistics are in place when needed, participants' welfare is attended to, and the conduct is being documented. In PGA, the members of the LDD and Facilitators' Pool perform these coordination and management tasks.

TASK 1 LDD / Facilitators' Pool complete final preparation for the intervention

Assigned activity coordinator/manager compiles list and profile of participants. These are used for preparing Attendance Sheet and Certificates. S/he also coordinates with the Facilitator regarding venue, equipment and other requirements to ensure that these are set up according to specifications.

Participants' kits, presentation materials and/or handouts, supplies and materials, and other learning aids are assembled so that they are ready when needed during the conduct. Certificates of appearance / attendance / completion are already prepared at the start so that they are signed by LDD/ Department/ LCE.

Annex 4A contains a Training Logistics Checklist, an example of a planning tool that can be used by the activity coordinator/ manager in organising intervention requirements and arrangements.

Compile list and profile of participants

↓

Coordinate with Facilitator re: venue and other requirements

↓

Ensure availability of needed learning materials and aids

Figure 3. Logistic Concerns of the L&D Activity Coordinator

LDD / Facilitators’ Pool monitor the implementation of L&D Intervention

As the L&D Intervention is being executed, the coordinator/manager pays keen attention to all aspects of the conduct.

S/he monitors the intervention by:

- Ensuring that sessions are carried out as planned
- Assisting the Facilitator in managing participants' learning process throughout the training program
- Organising and coordinating activities of the training team
- Ensuring that Resource Persons deliver within the parameters of their LOI
- Checking readiness of training venue, equipment, learning aids and materials for each session
- Ensuring that all expected training outputs are completed
- Monitoring participants' responses during learning sessions and recommending adjustments to approach
- Facilitates cliniquing/debriefing session with the L&D team to review completed sessions and plan for succeeding ones

The Debriefing Worksheet in Annex 4B is a guide for the conduct of end-of-day cliniquing/debriefing. Annex 4C contains the Documentation Worksheet where highlights of the intervention are captured.

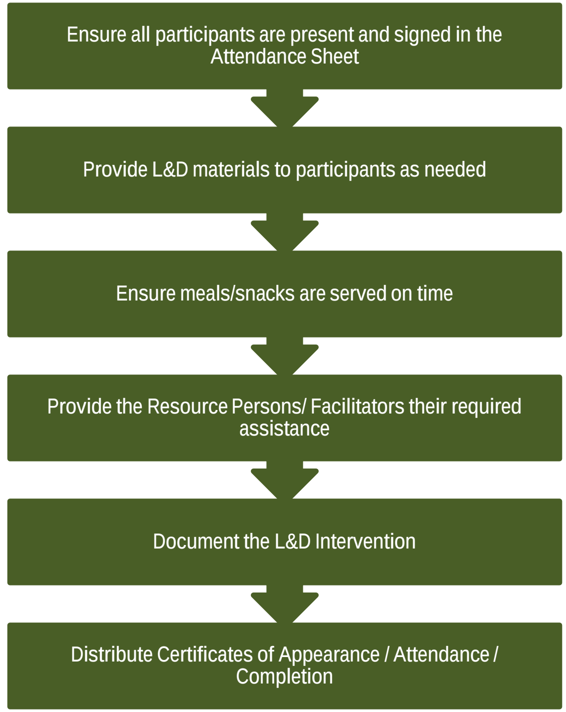
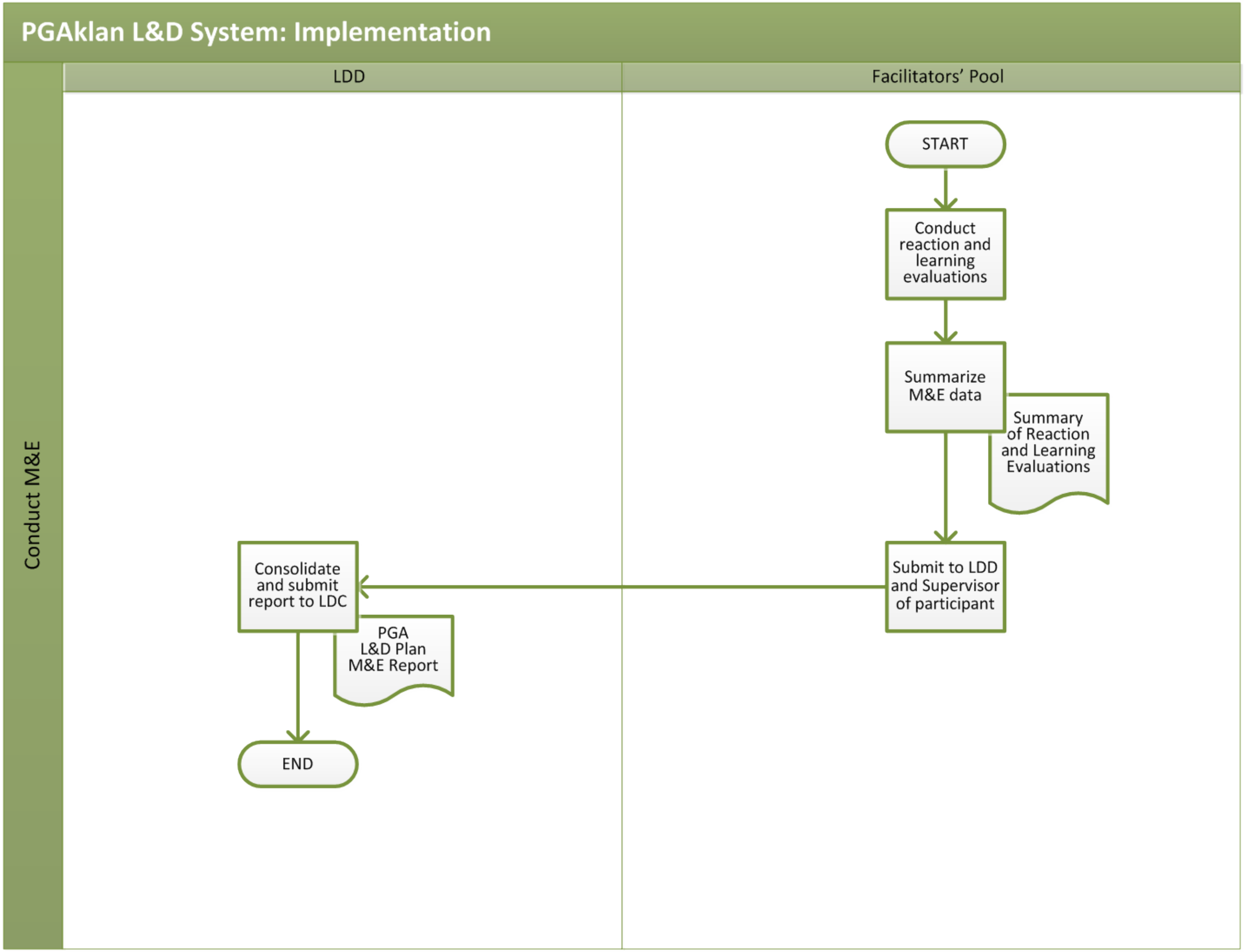


Figure 4. Activity B: Implementation



Activity B — Conduct M&E

This activity involves gathering data about the effects of the L&D Intervention on the participants during and immediately after the conduct. It utilises the tools prepared during Pre-Implementation.

TASK 1: L&D Facilitators' Pool conduct reaction and learning evaluation

The Pre-test is administered at the beginning of the Intervention to determine participants' baseline level in terms of the targeted competency. This is a component of learning evaluation.

Mechanisms for checking participants' learning progress are utilised throughout the L&D Intervention. Prompt action is taken when participants experience difficulties with the learning process. Facilitator documents significant observations on the participants' response to the learning environment.

At the end of the Intervention, the learning Post-test and Reaction survey are administered.

Administer Pre-test

↓

Utilise in-training methods to gauge participants' learning progress

↓

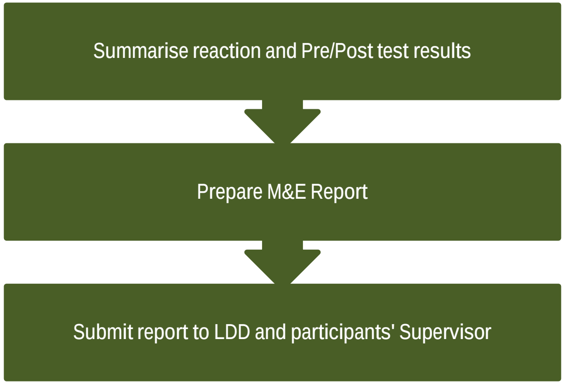
Administer Post-test

↓

Administer Reaction Survey

L&D Facilitators' Pool prepares and disseminates M&E report to LDD and participants' Supervisors

The coordinator tabulates and makes a summary of the results of the Reaction Survey and Pre/Post test. S/he prepares the M&E report highlighting significant observations and recommendations. Copies of the report are submitted to LDD and the participants' Supervisor.



ANNEXES

Annex	Title of Contents
4A	Training Logistics Checklist
4B	Debriefing Worksheet
4C	Documentation Worksheet

Annex 4A. Training Logistics Checklist with Guide Questions

Program Title	
Implementation Date/s	
Venue	

Venue		**Details**	**Status**
Training Room	☐ Room layout	* *How should the room be arranged?* *Please attach an illustration of the room set-up. Indicate changes in room layout and specify dates, if any.* * *Remember to plan for:* - *Secretariat area: where the training team will be stationed* - *Facilitators area: where the training facilitators will stay between sessions* - *Coffee or snack area: in case these will be served inside the training room* - *Other special areas such as a reading area, supply area, etc.*	
	☐ Break-out rooms	* *Will break-out rooms be used? For what activity? When?* * *How many participants will be using the room?* *Please attach an illustration of the room set-up. Indicate date/s and time/s needed.*	
	☐ Audio/video system	* *How many microphones are needed? Wireless or corded microphones?* * *Are music and video players needed? What format? When are these needed?*	
	☐ Lighting	* *What kind of equipment would be used during the session? LCD or others?*	
	☐ Ventilation	* *How can the temperature be controlled?*	

	☐ Comfort rooms	* *Where are the comfort rooms?* *Remember to prepare the necessary signage.*	
	☐ Training equipment, etc. ▪ Projector ▪ Laptop ▪ Screen ▪ Presenter ▪ Whiteboard/eraser ▪ Easel stand/s	*Identify equipment needed to deliver the planned training sessions. Refer to the detailed training plan to identify these requirements.*	
Venue		**Details**	**Status**
Training Room	▪ Flagpole ▪ Lectern ▪ Others		
Training Room	☐ Welcome Streamer	* *How should the streamer be designed? Be mindful of prescribed templates/formats.*	
Training Room	☐ Others		
Accommodation	☐ Rooming arrangement	* *What are the sleeping arrangements during the training? Please attach a rooming list.*	
Accommodation	☐ Hotel and room amenities	* *What services and facilities are available to participants free of charge? What expenses will be charged to participants?*	
Accommodation	☐ Others		
Meals	☐ Meal requirements	* *What meals will be served?* * *How many people will be taking their meals during the training?*	
Meals	☐ Special dietary needs	* *Are there participants who would require special food? If so, please specify names and dietary restrictions.*	
Meals	☐ Menu	* *What food will be served for each meal?* *Reminder: consider special dietary needs.*	

	☐ Flowing coffee/tea	* *If to be served, have arrangements for flowing coffee and tea been made?*	
	☐ Schedule of serving	* *At what time would meals be served?*	
	☐ Meal service area	* *Where will meals be served?*	
	☐ Candies, nuts, chips (during sessions)	* *If these will be served, what food items would be purchased?*	
	☐ Others		
Training Aids, Supplies and Materials		**Details**	**Status**
Participants' Kits	☐ Bag ☐ Binder ☐ Notebook ☐ Nametag ☐ Ballpen ☐ Others (e.g., USB, etc.)	* *Identify and provide specifications for the contents of the kit.* *Please attach the template for the nametags.*	

Training Aids, Supplies, and Materials		**Details**	**Status**
Learning Materials and Aids	☐ Presentation Slides	* *If possible, list down the titles of presentations.* *Include a template that would be used in developing the presentation slides.*	
	☐ Handouts and worksheets	* *List down the titles of handouts and worksheets.* *Include a template that would be used in developing these materials.*	
	☐ SLE materials	* *If SLEs would be conducted, what materials will be used? Specify quantity and specifications.*	
	☐ Resource books/materials	* *List down the titles of these materials.*	
	☐ Posters	* *List down the titles of these posters.* *Attach design of posters, if to be prepared.*	
	☐ Other visual aids	* *List down the titles of visual aids.* *Attach design of visual aids, if to be prepared.*	

Supplies and Materials	☐ Easel sheets	* *Indicate quantity and specifications of each of the supply requirements.*	
	☐ Cartolina		
	☐ Copy/Bond paper		
	☐ Coloured paper		
	☐ Markers (Permanent/ Whiteboard)		
	☐ Masking tape		
	☐ Meta-strips/cards		
	☐ Map pins		
	☐ Puncher		
	☐ Paper clips		
	☐ Stapler with staple wire		
	☐ Scissors		
	☐ Cutter		
	☐ Glue		
	☐ Folders		
	☐ Envelopes		
	☐ Prizes		
	☐ Tokens		
	☐ First-aid kit	* *Indicate quantity and specifications of each of the supply requirements.*	
	☐ Extension cords		
	☐ USB/ thumb drives		
	☐ National anthem/s		
	☐ Mood music		
	☐ Flag		

	☐ Others		
Equipment	☐ Printer	* *Indicate quantity and specifications for each.*	
	☐ Camera (photo and/or video)		
	☐ Wireless internet kit		
	☐ Recorder		
	☐ Others		
Travel and Transportation		**Details**	**Status**
	☐ Transportation requirements	* *Specify travel schedules and requirements of training team and participants.* *Attach the Transportation Planning Worksheet.*	
	☐ Payment for transportation	* *Who will be paid and how much?* *Specify providers and amounts to be paid to each.*	
	☐ Per diem / allowances	* *What allowances are participants and training team members entitled to?* *Indicate names and amounts.*	
Communication/Documentation		**Details**	**Status**
Resource Persons/Guests	☐ Invitation to Resource Persons and documentor	* *Who will be invited as Resource Persons?*	
	☐ Terms of Reference/Contract for invited Resource Persons and documentor	* *Who are the confirmed Resource Persons?* * *Have their TOR/contract been developed and finalised?* * *Have they accepted/signed their contract?*	
	☐ Payment for Resource Persons and documentor	* *Who will be paid and how much?* *Specify Resource Persons and professional fees to be paid to each.*	
	☐ Invitation to guest/s	* *Who will be invited as guests in the opening, closing, and other important activities of the training intervention?*	

Communication/Documentation		Details	Status
Participants	☐ Invitation to participants	* *Who will be invited as participants/ learners?*	
	☐ Communication to participants' superior/s	* *Who will authorise the participation of target learners in the training?* * *Have they been informed about the training schedule and requirements from its participants?*	
	☐ Certificate of Participation	*Attach a template for the certificate.*	
	☐ Certificate of Appearance	*Attach a template for the certificate.*	
Venue Reservation	☐ Reservation for venue	* *Where is training going to be conducted? Please specify the name/s of training venue/s and specific date/s.*	
	☐ Contract for venue	* *Who is the contractor for the venue?*	
	☐ Payment for venue	* *How much needs to be processed as payment to the venue contractor?*	
Training	☐ Attendance sheet	* *What is the format/template for each of these documents?*	
	☐ Registration form		
	☐ Introduction script for Resource Person/s and guests		
	☐ Level 1 evaluation form		
	☐ Level 2 evaluation form		
	☐ Training documentation		
	☐ Others		
Other logistics			**Status**
	☐ Arrangement for socials	* *Where is the venue of the socials?* * *What food would be served?* * *How should the venue be set up?*	

Annex 4B. De-briefing Worksheet

Program Title	
Date	
Facilitators	
Support Staff	

What took place? (Highlights of the day's activities)	
What went well?	
What did not go so well? How can we improve on these?	
What are our next steps?	

Annex 4C. Documentation Worksheet

Program Title			
Module/Session		**Date**	
Facilitator/s			

Time	Topic/Activity	Facilitator	Key Messages	Participants' Response	Documenter's Observation/ Remarks

Provincial Government of Aklan
LEARNING AND DEVELOPMENT MANUAL

VOLUME 5:
L&D POST-IMPLEMENTATION

TABLE OF CONTENTS

LIST OF FIGURES

ACRONYMS

HR	Human Resource
HRD	Human Resource Division
HRIRD	Human Resource Information and Records Division
HRMIS	Human Resource Management Information System
IDP	Individual Development Plan
L&D	Learning and Development
LDD	Learning and Development Division
LRC	Learning Resource Center
M&E	Monitoring and Evaluation
MISD	Management and Information System Division
PDS	Personal Data Sheet
PGA	Provincial Government of Aklan
SPMS	Strategic Performance Management System

DEFINITION OF TERMS

201 file - The official record of personal qualifications and personnel movement of individual employees within the organisation. Data in this file is used as reference document in implementing personnel actions such as promotions, awards, and training, among others.

Capacity Development Agenda (CDA) - A comprehensive three-year plan that is part of the ELA and guides the LGU in implementing organizational capacity and individual competency development initiatives that support the achievement of ELA priorities.

Executive and Legislative Agenda (ELA) - A planning document covering a three-year period corresponding to the term of local elective officials that is mutually developed and agreed upon by both the executive and legislative departments of a local government unit (LGU).

Individual Performance Commitment and Review (IPCR) – A performance evaluation tool that contains agreed performance results that an employee commits to deliver and their corresponding success indicators. It is developed by individual staff in all units of the organisation with their supervisor at the beginning of the appraisal period and serves as the basis for evaluating their accomplishments at the end of the given period.

L&D Enabling Mechanisms - Administrative systems, facilities, materials, and other resources for the overall L&D system to function smoothly, such as: L&D information, facilities and equipment, materials, and other resources.

L&D Execution - Processes in implementing the L&D cycle, i.e., needs analysis, design, development, implementation, and monitoring and evaluation of interventions. Some of the expected outputs in this area are: L&D needs; L&D intervention designs; learning materials; implemented L&D interventions; and acquired competencies.

L&D Governance - The structural means for executive leadership to meet the L&D needs of the organisation, comprising: L&D policy and philosophy; approved L&D plans and budgets at all levels; resources made available; structure and staffing; and political support at all organisational levels.

L&D M&E Action Tracker – Is an important tool for ensuring that recommendations arising from L&D M&E Reports are acted upon. It is already part of the M&E Report template and is updated as actions on the recommendations are taken.

L&D Monitoring and Evaluation Report - Accounts for the actual results of L&D Interventions against the L&D Plan. It includes an analysis of significant accomplishments and challenges that serve as basis for actions and decisions to maximise and sustain L&D efforts and gains.

L&D Plan Execution - This section documents details on the actual implementation of L&D Interventions, i.e., actual schedule, position/ number of participants, and expenditure. It also captures reasons for deviations between planned and actual implementation, and recommendations to address these deviations.

L&D Planning, Monitoring, and Evaluation - The development of a hierarchy of L&D plans to meet the needs of the organisation. It includes establishing mechanisms to measure and evaluate the effectiveness and efficiency of the entire L&D system and its processes in supporting organisational goals. This component looks into: strategic L&D plans; annual L&D plans and budgets; monitoring and evaluation plans and reports.

L&D System – A set of elements that work together in managing Learning and Development in a way that responds to the organisation's strategic needs. These elements include: L&D Governance, L&D Planning, Monitoring and Evaluation, L&D Execution, and L&D Enabling Mechanisms.

Learning and Development (L&D) – A set of systematic and planned activities designed by an organization to equip its members with necessary competencies to meet current and future job requirements. It is also known as Human Resource Development.

Office Performance Commitment and Review (OPCR) – A performance evaluation tool that is used by the head of office to establish performance results that the office commits to deliver and their corresponding success indicators. It is developed at the beginning of the appraisal period and serves as the basis for evaluating office accomplishments at the end of the given period.

Results of L&D Intervention - This section is completed for each L&D Intervention. It summarises the actual results of the L&D Interventions at all four levels of M&E, what the gaps are between planned and actual results, reasons for any gaps, and recommendations to address the gaps. It also includes the analysis of facilitating and hindering factors, and lessons learned that might help improve L&D Interventions.

Supervisor – An employee who directly oversees the work of one or more personnel. A supervisor may be a Department Head, Assistant Department Head, Division Chief, Unit Head or an employee who may not be holding a supervisory position but has been formally assigned supervisory functions or to manage personnel on a regular or continuing basis.

Workplace Development Objectives (WDO) - Hierarchy of objectives that describes the planned gains from an L&D activity. The objectives cover: competencies improved; outputs produced as a demonstration of enhanced competency; and organizational outcomes and development impact achieved.

PURPOSE OF THE MANUAL

The Manual is designed to guide the Learning and Development Division (LDD) of the PGA Human Resource Management Office (PHRMO) in implementing the PGA L&D System. It will also a reference document for other key L&D players in the Provincial Government, including PGA Management, Human Resource (HR) Core Team, Facilitators' Pools and HR Focal Persons, who will support the LDD in managing L&D activities.

How to Use the Manual

The Manual is organized into five (5) sections, covering the stages of the L&D System.

Each section is prefaced with a brief overview of the stage. This is followed by a discussion of activities and tasks in implementing processes involved. Flowcharts illustrating major steps and decision points for the stage and its activities are also included.

This symbol shows the **Activities** or major steps involved in the implementation of each of the five sections of the Manual.

Tasks are the step-by-step processes to be done by specific key persons that are necessary to complete each activity.

Notes contain additional information that may be needed by users of this Manual in accomplishing tasks involved.

This icon indicates **Reminders** and **Tips** shared with users to underscore important actions and considerations relative to activities and tasks to be done.

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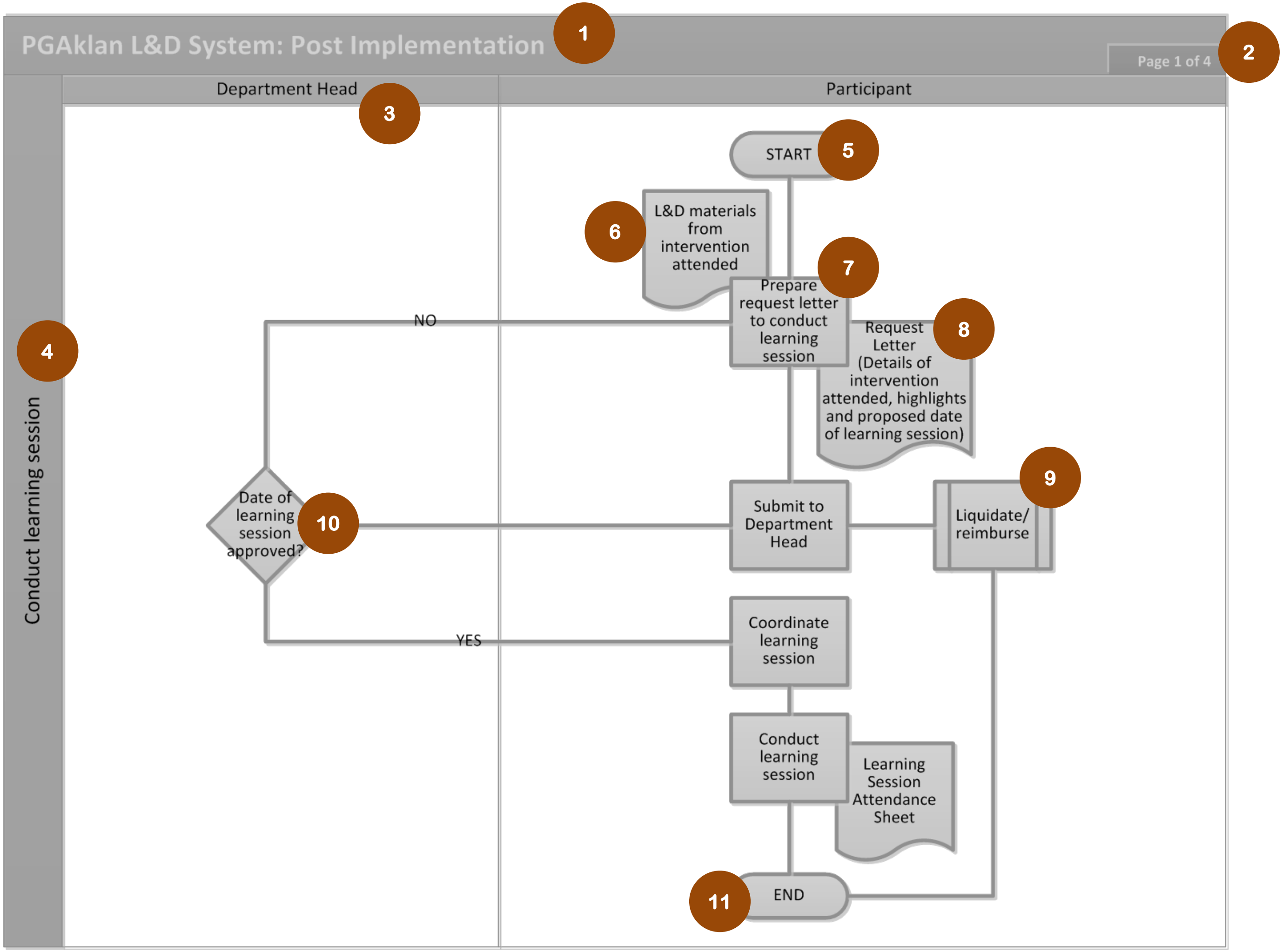

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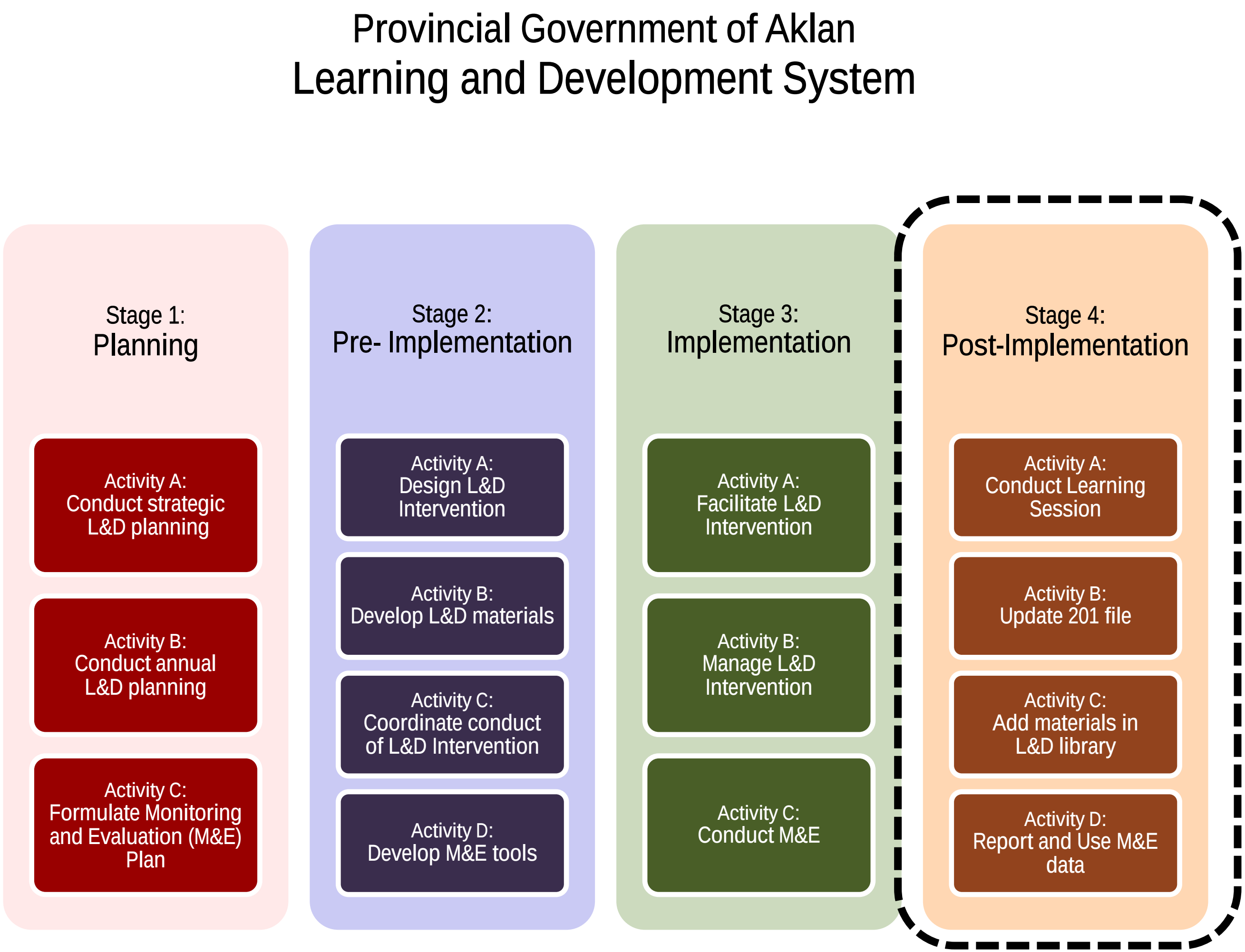


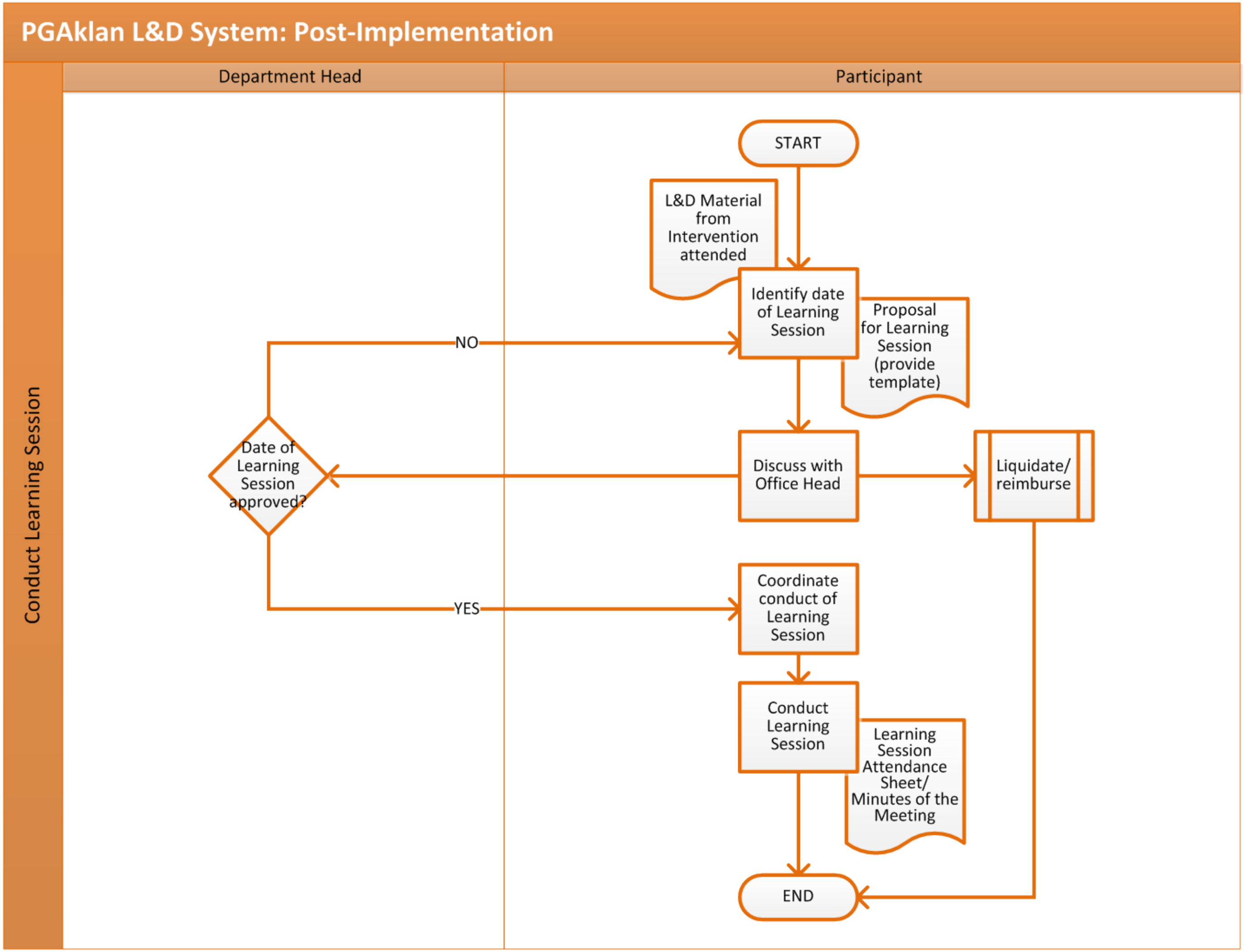
Figure 1. Stages of PGA L&D System

L&D POST-IMPLEMENTATION

The value of L&D Interventions to the learners and the organisation can be felt after its conduct. To fully maximise the benefits of an intervention, opportunities for sharing and transfer of learning to the workplace should be provided. These can take the form of learning sessions that can be conducted by the participant in his/her department or if appropriate, with members of other departments. Sharing can also be promoted by making learning materials and resources available for use of others in the organisation. The Supervisor makes sure that the participant is given meaningful assignments or projects that would allow application of learning, and evaluates its effect on the participant's performance and that of the office. Employee records are updated to reflect attendance to the L&D Intervention.

Part of the L&D post evaluation is the conduct of an L&D monitoring and evaluation activity to generate a report that will measure the actual results vis-à-vis the L&D Plan. Information contained therein will serve as a basis for actions and decisions that will maximize and sustain L&D efforts and gains.

Figure 2. Activity A: Conduct Learning Session



Activity A — Conduct Learning Session

An effective strategy for optimising benefits from participation in an L&D Intervention is to provide a venue for sharing of learning and insight from participants. This is usually referred to as an "echo seminar" and is conducted by the participant at the soonest possible time after returning from an L&D Intervention.

Part of L&D post evaluation is the conduct of an L&D monitoring and evaluation activity to generate a report that will measure the actual results vis-à-vis the L&D plan. Information contained therein will serve as a basis for actions and decisions that will maximize and sustain L&D efforts and gains.

TASK 1 — Participant organises Learning Session with Supervisor

The participant must initiate the process of scheduling the Learning Session. This is done through a meeting with the Office Head after attending the L&D intervention. During this discussion, the participant reports the highlights of L&D activity and agrees with the Head on the details of the Learning Session – including the topic, participants, venue, date and time.

> Participants are encouraged to develop the proposal to facilitate decision making on the learning session. They would be in a better position to identify content areas that they are ready to share with their colleagues.

The participant submits the Leaning Session proposal to the Department Head for approval. When approved, he/she relays the information to LDD.

Report highlights of L&D activity to the Office Head

↓

Agree on the details of the Learning Session with Office Head

↓

Secures approval of the Learning Session from the Department Head

↓

Inform LDD about set Learning Session

TASK 2 — Participant initiates liquidation/reimbursement process

The liquidation of cash advance or processing of reimbursement must be attended to by the participant promptly, in compliance with financial management regulations and processes.

TASK 3

LDD announces the conduct of the Learning Session and invites participants

The Learning Session is open to all employees of the PGA. Hence, upon advise on the details of the planned activity, LDD will disseminate information and seek confirmations from interested attendees.

TASK 4

Office Head informs staff about the Learning Session

At the same time, the Office Head must advise the officemates of the participant to attend the Learning Session. This is important because they are likely to benefit most from the sharing of acquired knowledge/information along the functional specialisation of their office.

TASK 5

Participant coordinates conduct of Learning Session

The participant should then attend to the task of organising and preparing for the Learning Session. He/she may seek the assistance and support of his/her Office Head or LDD in accomplishing this task.

> Participants should coordinate with LDD way ahead of time to ensure that the needed support can be provided. Note that the learning session is not included in planned L&D activities of the PHRMO.

Secure list of attendees

Reserve venue for the session

Review handouts and notes on the L&D Intervention

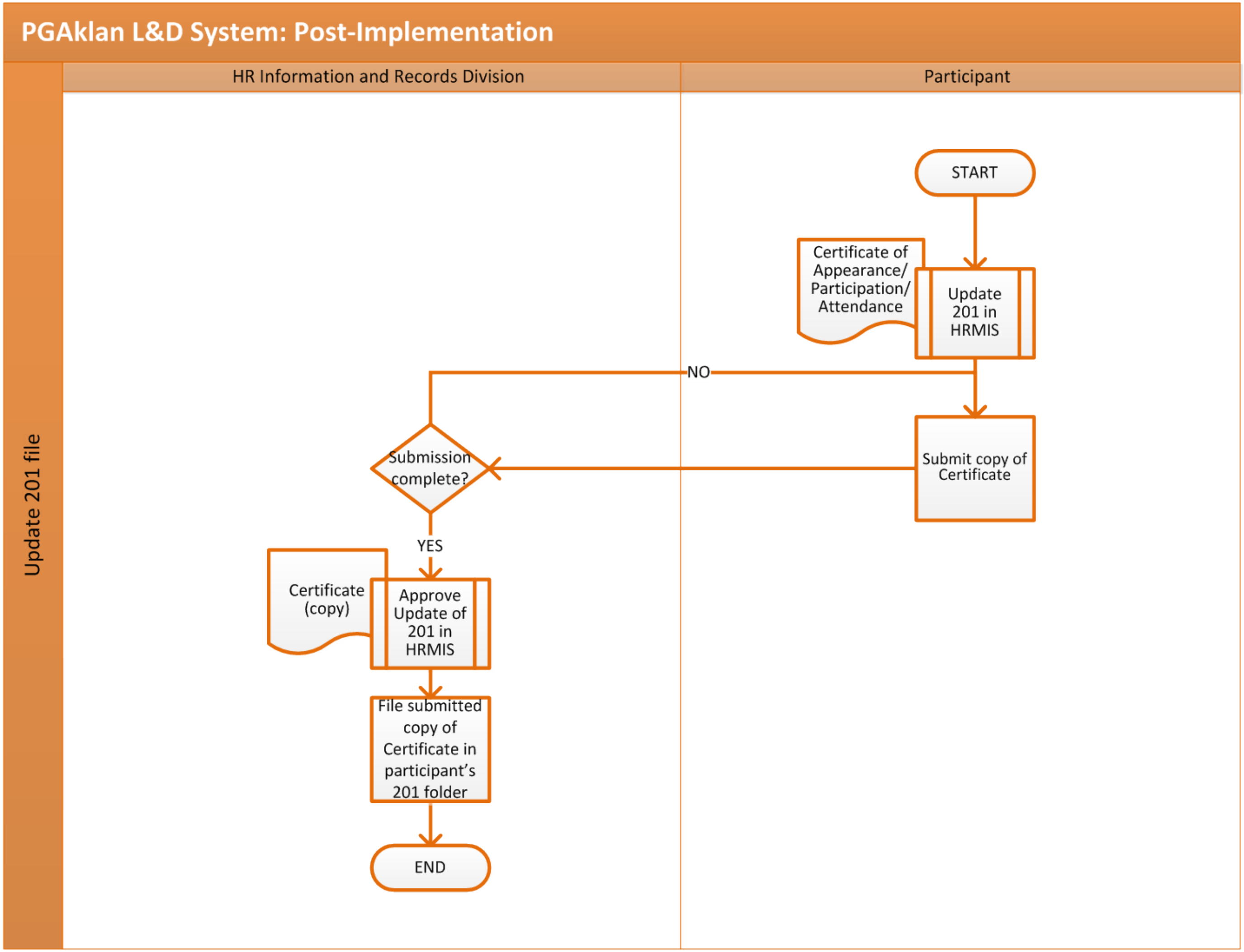
Prepare presentation material

Participant conducts Learning Session

In delivering the presentation, the participant must consider the following guidelines:

- Focus on what is essential. It is not possible to cover everything that was taken up or learned in the L&D Intervention.
- Discuss key points in own words. This would also allow the presenter to clarify and express his/her own understanding of the concepts and ideas learned.
- Share insights and provide an opportunity for others to share theirs.
- Set aside time for a short open forum at the end of the session to allow attendees to ask questions, share their thoughts and give feedback.

Figure 3. Activity B: Update 201 file



Activity B — Update 201 file

The 201 file is the official record of personal qualifications and personnel movement of individual employees within the organisation. Data in this file is used as reference document in implementing personnel actions such as promotions, awards, and training, among others. Hence, it should be kept up-to-date at all times. In PGA, the 201 file is maintained in hard (file folder) and electronic (Human Resource Management Information System (HRMIS)) forms. The record of "Training Attended" is one component of the HRMIS.

TASK 1 — Participant updates record of "Training Attended" in the Human Resource Management Information System (HRMIS)

The participant is responsible for updating the "Training Attended" section of his/her Personal Data Sheet (PDS) in the HRMIS. This prompts the system to register the entry but not the approval that can only be granted online by the Human Resource Information and Records Division (HRIRD).

The participant must submit the Certificate of Attendance / Participation / Completion to the HRIRD to trigger the approval process.

TASK 2 — Human Resource Information and Records Division (HRIRD) approves participant's update in the HRMIS

Upon receipt of the copy of the Certificate from the participant, HRIRD will approve the update of the Personal Data Sheet (PDS) file in HRMIS.

The document submitted by the participant is filed in his/her 201 folder.

Receive copy of the Certificate

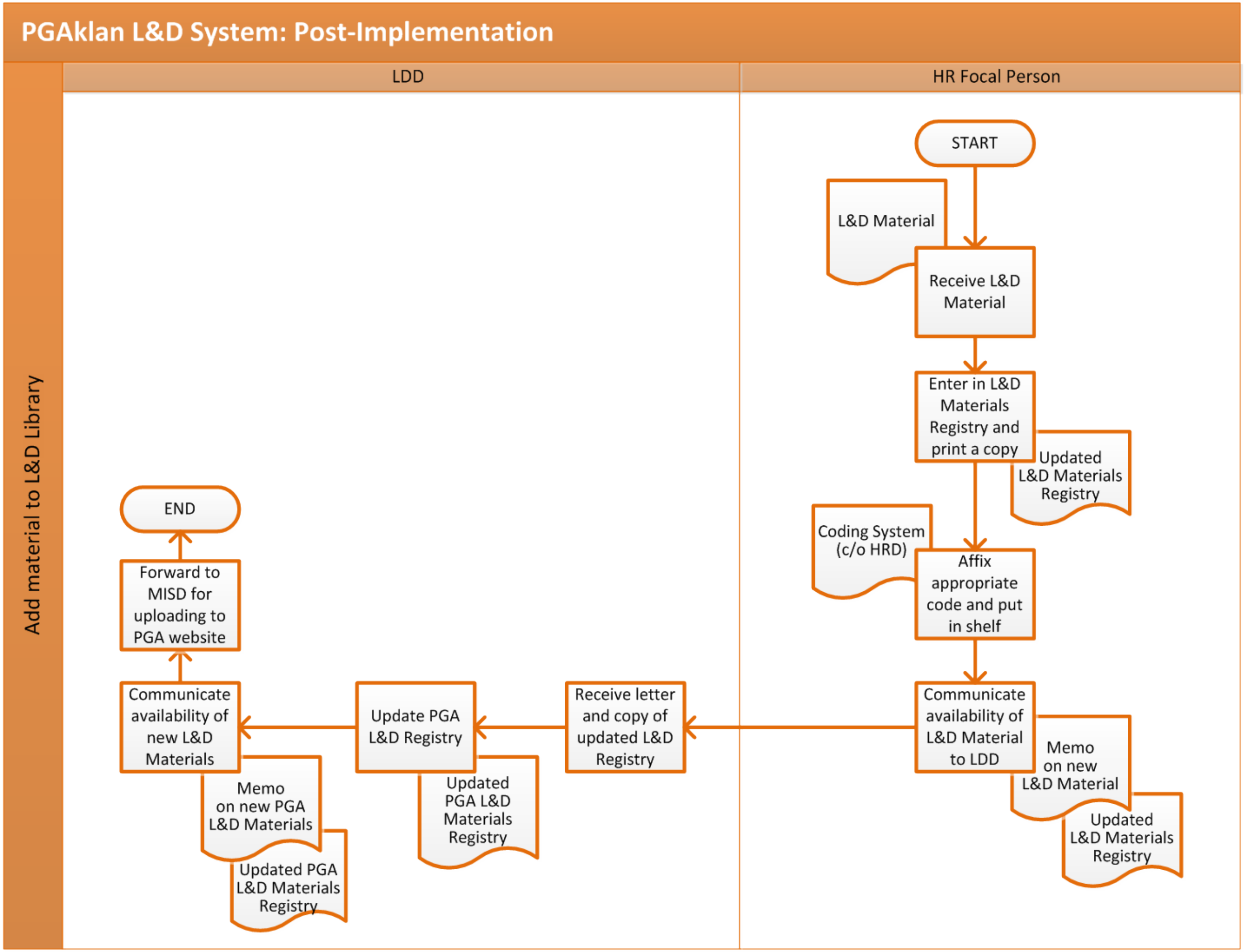
↓

Approve update of Personal Data Sheet (PDS) file in HRMIS

↓

File submitted copy of Certificate in participant's 201 folder

Figure 4. Activity C: Add material to L&D Library



Activity C — Add material to L&D Library

Repositories of L&D Materials will be established at the LDD and within each Department. In line with this, the LDD will issue guidelines in maintaining these resource centers, including the issuance of a template for the Registry of L&D Materials.

- The Learning Resource Center in the Departments will serve as a mini-library for storing and accessing handouts and other reference materials distributed in L&D Interventions attended by its staff.
- The Central Repository of L&D Materials of the LDD will contain a collection of documentation of in-house L&D Interventions that cater to all Departments of the PGA.

TASK 1 — Participant submits L&D Intervention Materials to HR Focal Person

The participant turns over the learning materials and other reference documents received in the L&D Intervention to the Department through the HR Focal Person.

> It is recommended that participants reproduce copies of learning materials that they expect to use regularly before turning them over to the Focal Person so that these can be readily accessed when needed.

TASK 2 — HR Focal Person adds L&D Material to the Department's Learning Resource Center (LRC)

The HR Focal Person is responsible for updating the LRC Registry and transmitting corresponding update reports to LDD. S/he also maintains the LRC and attends to the coding and shelving of new materials.

In informing LDD, the HR Focal Person:

- Prints a copy of the updated Registry
- Transmits the copy of updated Registry to LDD

Receive L&D Material from participants in L&D Interventions
↓
Enter in LRC Materials Registry
↓
Affix appropriate code on materials and put them in shelf
↓
Communicate availability of new L&D Materials to LDD

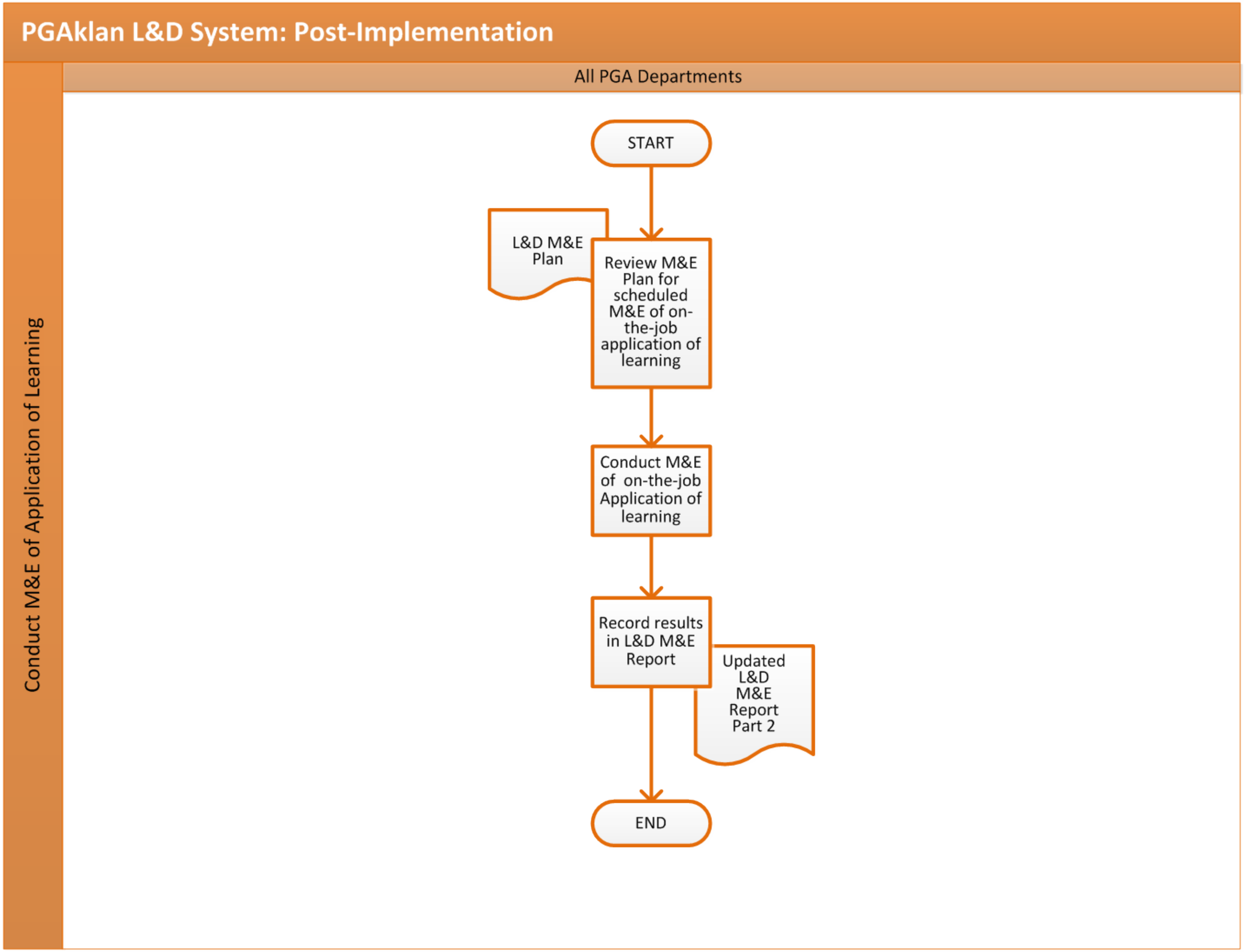
LDD updates the PGA L&D Registry

Upon receipt of the update on the L&D Registry of the Department, LDD conducts an update of the centralised L&D Registry that it maintains.

Availability of the new materials is then communicated to all PGA staff by forwarding the information to the Management and Information System Division (MISD) for uploading to the PGA website.

The template for the L&D Materials Registry is found in Annex A.

Figure 5. Activity D: Conduct M&E of on-the-job application of learning



Activity
D

Conduct M&E of on-the-job application of learning

This activity involves gathering data on how participants have used their learning in the actual job situation. It utilises the M&E Tools prepared during Pre-Implementation. Members of the HR Core Team or HR Focal Persons may be tapped to assist in this process.

Departments review M&E Plan for scheduled M&E of Application of Learning

Departments refer to the M&E Plans to determine if participants of an L&D Intervention are due for follow-up of on-the-job application of learning. The M&E Plan provides guidance on what to monitor (indicators), how, when and who will monitor. Departments then prepare to conduct M&E of participants' actual application of learning in the workplace.

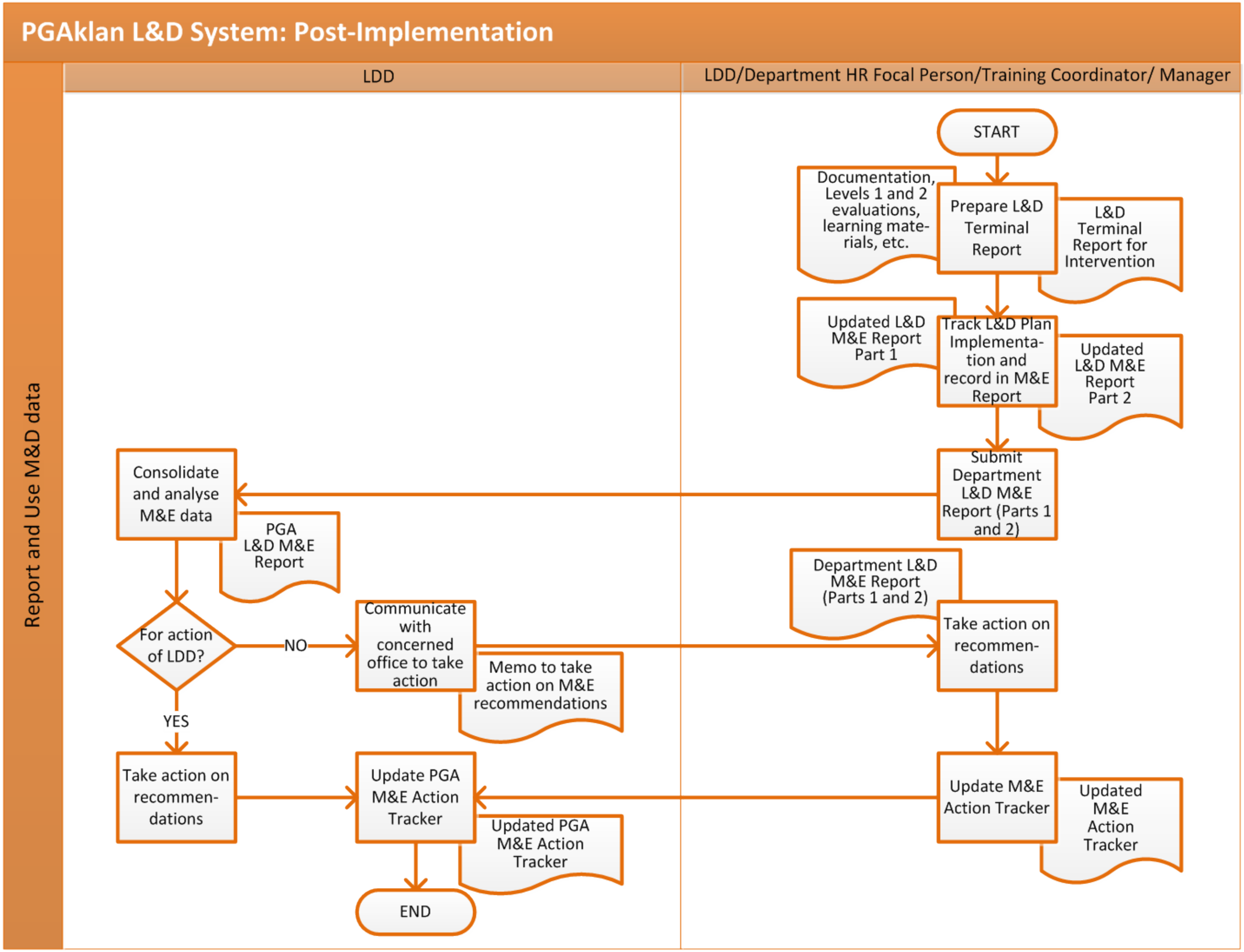
Department Heads/ Supervisors conduct M&E of on-the-job application of learning

Utilising tools developed in the Pre-Implementation stage, Department Heads and/or Supervisors assess how participants have used their new or improved competencies in their job.

Department Heads/ Supervisors record results in L&D M&E Report

As part of the Performance Monitoring and Coaching stage of the SPMS Department Heads/ Supervisors regularly note observations about the participants' on-the-job performance and their progress on the Individual Development Plan (IDP). Data from this stage may be used to fill out the section on "Actual Accomplishment" for Level 3 (Application) in Part 2 of the L&D M&E Report. See Page 25 to 27 for the steps for completing the L&D M&E Report Template.

Figure 6. Activity E: Report and Use M&E data



Activity E — Report and Use M&E data

This activity involves preparing the L&D M&E Report, and using the M&E Action Tracker to ensure M&E recommendations are acted upon.

TASK 1 — LDD/ HR Focal Person prepares L&D Terminal Report

After each L&D Intervention, the LDD or HR Focal Person assigned as the Training Coordinator/ manager completes the L&D Terminal Report Template (see Annex A). This task also includes assembling materials related to the Intervention such as the activity documentation, Level 1 (Reaction) and Level 2 (Learning) evaluations, learning materials, and others. The L&D Terminal Report is submitted to the Department Head and serves as input to the Department L&D M&E Report.

TASK 2 — Departments track L&D implementation and record updates in Department L&D M&E Report

Every six (6) months, Department Heads together with their HR Focal Persons prepare and submit to LDD an L&D M&E Report on the status of L&D Interventions in their respective Departments vis-à-vis their Annual L&D Plan. See page 25 to 27 for steps in completing the M&E Report Template. Data for the template are culled from the L&D Terminal Reports prepared in the preceding task, and other sources specified in the M&E Plan.

TASK 3 — LDD analyses M&E data and prepares PGA L&D M&E Report

LDD consolidates the M&E reports submitted by Departments, and aXXnalyses any trends and patterns on the implementation and results of L&D Interventions. It then prepares the overall PGA L&D M&E Report that summarises significant accomplishments and challenges; recommendations for action by LDD and the Departments; and considerations for the next L&D planning cycle. The Departments' L&D M&E Reports become attachments or supporting documents to the PGA L&D M&E Report.

The PGA L&D M&E Report is submitted to the L&D Committee for review and endorsement to the LCE.

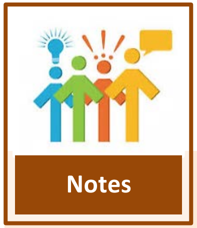
LDD communicates with concerned Department to take action on additional recommendations, if any

As part of the review of the Department L&D M&E Reports, LDD may recommend other actions that need to be taken by Departments, e.g., steps to address challenges experienced across Departments and need to be handled in a consistent manner (for instance, delays in implementation of Re-Entry Action Plans). These are formally communicated to the Departments, and entered in the Recommendations and Action Tracker section of their next M&E report.

LDD/Departments take action on recommendations and update Action Tracker

LDD/Departments are expected to immediately take steps to address the L&D issues and recommendations raised in their L&D M&E Report. As these are acted on, they update the Action Tracker section as well. The updates become part of the next M&E Report.

Each Department is expected to fill in the L&D M&E Report as data becomes available, e.g., data may already be entered soon after the submission of an L&D Terminal Report. An up-to-date L&D M&E Report is submitted to LDD every six (6) months. It is important to note that some data may not yet be available at the time of submission. For example, data for Level 3: Application of Learning may not yet be available because it is too soon after the L&D Intervention. If this is the case, indicate "data not yet available" in that part of the M&E Report.



What is the L&D Monitoring and Evaluation Report?

The L&D Monitoring and Evaluation Report accounts for the actual results of L&D Interventions against the L&D Plan. It includes an analysis of significant accomplishments and challenges that serve as basis for actions and decisions to maximise and sustain L&D efforts and gains.

The L&D M&E Report has two major parts:

Part 1. L&D Plan Execution

This section documents details on the actual implementation of L&D Interventions, i.e., actual schedule, position/ number of participants, and expenditure. It also captures reasons for deviations between planned and actual implementation, and recommendations to address these deviations.

Part 2. Results of L&D Intervention

This section is completed for each L&D Intervention. It summarises the actual results of the L&D Interventions at all four levels of M&E, what the gaps are between planned and actual results, reasons for any gaps, and recommendations to address the gaps. It also includes the analysis of facilitating and hindering factors, and lessons learned that might help improve L&D Interventions.

The steps in completing the L&D M&E Report are found in the next pages.

What is the L&D M&E Action Tracker?

All the effort of putting together the M&E Report becomes worthwhile if the results are used as basis for actions and decisions to further improve L&D.

The L&D M&E Action Tracker is an important tool for ensuring that recommendations arising from L&D M&E Reports are acted upon. It is already part of the M&E Report template and is updated as actions on the recommendations are taken. See details on page 18.

What are the steps in completing the L&D Monitoring and Evaluation Report?

Figure 7. Activity E. L&D Monitoring and Evaluation Template

Part 1: L&D Plan Execution

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

	PLANNED			ACTUAL			
Intervention	Planned Schedule	Target Number of Learners*	Financial Requirements (Budget)	Actual Number of Learners*	Actual Schedule	Actual Expenditure	% Over- (or Under-) Budget
		1				2	

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

Reasons for Deviations in Number of Learners, Schedule and Budget, and actions taken (if any)
3

Recommendations to address the deviations and/or facilitate achievement of set targets.	ACTION TRACKER/ Status of Actions Taken on Recommendations
4	

1	For **Target Number of Learners, Planned Schedule and Financial Requirements**, cull from M&E Plan.	3	Identify the **Reasons for Deviations** between planned and actual results that will guide actions to be taken.
2	For **Actual Number of Learners, Actual Schedule, and Actual Expenditure and % of Budget**, cull from Part 2 M&E Report on L&D Intervention.	4	Formulate **Recommendations** on next steps so that targets are achieved. Update the **Action Tracker** to indicate status of actions taken on the recommendations, e.g., completed, ongoing, etc.

Part 2. Results of L&D Intervention (Note: this part needs to be completed for each Intervention) *Key Question: Was the Intervention implemented as planned?*			
Intervention Title:			
Planned Schedule:		Actual Schedule:	*(Indicate actual schedule here, then check if on schedule or delayed)* ___ On schedule ___ Delayed
Target Learners (Office, Positions):		Changes in Learners' Office and Position, if any:	
Number of Target Learners:		Actual Number of Learners:	
Financial Requirements:		Actual Expenditure:	*(Indicate actual expenditure here, then compute % over- or under-budget)* ____% over- (or under-) budget

1

Key Question: To what extent did the Intervention achieve the expected results?

Levels of Evaluation	Indicators (What will you measure?)	Actual Accomplishments	Gaps	Reasons for Gaps
Level 4: Desired Outcomes	2	3	4	5
Level 3: Application				
Level 2: Learning				
Level 1: Learners' Reaction				

Recommendations to address the gaps	ACTION TRACKER/ Status of Actions Taken on Recommendations
6	

What factors facilitated the accomplishments?

7

What factors hindered the accomplishments?

What lessons have you learned or insights gained from the implementation and results of the L&D Intervention so far? How can you use these insights to make improvements?

1	Record the **Actual Schedule, Position/Number of Learners, and Expenditure.**	5	Cite **Reasons for the Gaps** in accomplishments.
2	Record the **Actual Schedule, Position/Number of Learners, and Expenditure.**	6	Provide **Recommendations** to address the gaps, and update the **Action Tracker** track actions taken on these.
3	Using the methods and tools specified in the M&E plan, gather data on **Actual Accomplishments** vis-à-vis indicators, and summarise your findings here.	7	Identify **Facilitating and Hindering Factors, and Lessons Learned** that might help improve L&D Interventions.
4	Compare actual accomplishments with indicators and determine **Gaps** or what has not been accomplished.		

ANNEXES

Annex	Title of Contents
5A	L&D Materials Registry
5B	L&D Terminal Report Template
5C	L&D Monitoring and Evaluation Report Template

Annex 5A. L&D Materials Registry Template

PGA L&D Materials Registry
Department: ___________

Code	Title of L&D Material	Type of Material	Subject Matter	Title of L&D Intervention Attended	Implementing Organisation/ Department	Name of Participant
What is the assigned registry code number? *The coding system will be developed by PHRMO – LDD.*	*What is the title of the material?*	*What type of material was submitted? It can be a book, brochure, handout, manual, presentation materials, etc.*	*What subject is covered by the material's content?*	*Where were the material sourced from? Indicate the title of the L&D Intervention.*	*Which organisation (if external) or Department (if internal) managed the L&D Intervention?*	*Who participated in the Intervention and submitted a copy of the material/s?*

Annex 5B. L&D Intervention Terminal Report

Intervention Title	
Dates Conducted	
Venue	

Rationale and Objectives

(Provide a brief discussion on why Learning Intervention was designed and implemented, and how the participants were identified. Present the Intervention's terminal and enabling objectives, if applicable.)

Highlights of the Learning Intervention

(Present highlights of the proceedings. This may be done according to modules or major sessions. Summarize key topics presented and activities conducted. Include participants' response and outputs.)

Welfare and Administrative Support

(Provide a summary of welfare and administrative support. Cite any critical incidents related to this.)

Evaluation of the Learning Intervention

(Summarize participants' evaluation of the Learning Intervention. This should include at least a Level 1 – Reaction evaluation. The results of the Level 2 - Learning evaluation should also be presented.)

Recommendations *(Present recommendations related to enhancing Intervention design and implementation. Suggestions on follow-up activities, e.g., support interventions, monitoring and evaluation of skills application, and other sustainability mechanisms, are also included in this section.)*
Annexes *(Possible annexes are the Learning Intervention design, list of participants, resource persons, and training staff, tabulation of intervention evaluation results, and major participant outputs.)*

Annex 5C. L&D M&E Report Template

Part 1: L&D Plan Execution

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

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

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

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

Recommendations to address the deviations and/or facilitate achievement of set targets.	**ACTION TRACKER**/ Status of Actions Taken on Recommendations

Part 2. Results of L&D Intervention (Note: this part needs to be completed for each Intervention) *Key Question: Was the Intervention implemented as planned?*			
Intervention Title:			
Planned Schedule:		Actual Schedule:	*(Indicate actual schedule here, then check if on schedule or delayed)* ___ On schedule ___ Delayed
Target Learners (Office, Positions):		Changes in Learners' Office and Position, if any:	
Number of Target Learners:		Actual Number of Learners:	
Financial Requirements:		Actual Expenditure:	*(Indicate actual expenditure here, then compute % over- or under- budget)* ___% over- (or under-) budget

Key Question: To what extent did the Intervention achieve the expected results?

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

Recommendations to address the gaps	**ACTION TRACKER**/ Status of Actions Taken on Recommendations

What factors facilitated the accomplishments?

What factors hindered the accomplishments?

What lessons have you learned or insights gained from the implementation and results of the L&D Intervention so far? How can you use these insights to make improvements?
