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**MEMORANDUM**

JUN 22 2021

**FOR/TO :** All Undersecretaries  
All Assistant Secretaries  
All Service Directors/Heads of Office  
All Regional Executive Directors  
All Bureau Directors

**FROM :** The Undersecretary  
Legal, Administration, Human Resources and Legislative Affairs

**SUBJECT :** **GUIDELINES ON THE MONITORING AND EVALUATION (M&E) OF DENR COMPETENCY-BASED LEARNING AND DEVELOPMENT INTERVENTION PROGRAMS OF THE DEPARTMENT**

In view of the desire of the Department to improve the L&D systems and processes and to achieve the PRIME-HRM Maturity Level III and Level IV awards from the Civil Service Commission, all offices are hereby instructed to adopt the guideline on monitoring and evaluation (M&E) of DENR competency-based learning and development intervention programs of the Department.

The said Guidelines aim to establish the standards in conducting monitoring and evaluation activities to the Department's competency-based learning and development activities and to ensure that all L&D activities are aligned with the DENR mandates, priority programs and existing policies.

The guidelines cover all offices in the Central Office, Bureaus and Regions that conduct learning and development interventions, such as: trainings, seminars, webinars, self-paced online training, cross-visits/exchange programs, conferences, and other similar activities. Attached agencies may adopt the Guidelines as deemed appropriate.

All Level III evaluation reports of the Central Office, Bureaus and Regions shall be submitted to their respective human resource development committee. On the other hand, all Level IV evaluation reports shall be submitted to the Central Office – HRDC.

For guidance and strict compliance.

ATTY. ERNESTO D. ADOBO, JR., *CESO I*

## **GUIDELINES ON THE MONITORING AND EVALUATION (M&E) OF THE DENR COMPETENCY-BASED LEARNING AND DEVELOPMENT INTERVENTION PROGRAMS**

The Civil Service Commission (CSC) awarded the DENR Central Office, Regional Office and Bureaus with Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Bronze Award for meeting Level 2 Maturity indicators in the Systems, Practices and Competencies of the following four (4) core HRM systems: Recruitment, Selection and Placement, Learning and Development, Performance Management and Rewards and Recognition.

Henceforth, the Department, in pursuit of continuing development in HRM systems, aims to achieve PRIME-HRM Silver and Gold Award and the Seal of Excellence. Attaining these milestones will entitle the Department to certain privileges and incentives from the CSC.

To attain this PRIME-HRM awards, the Department shall adopt the enhanced maturity level indicators as stipulated in the Civil Service Commission Memorandum Circular No. 24 s. 2016. The indicators for Level 3 - Integrated HRM in the L&D systems and practices require the Department to track the effectiveness of its L&D processes and linkages to other HR systems. It also requires the Department to have the L&D evaluation framework as guide in assessing the improvement in participants' job performance as a result of the L&D interventions.

Hence, the guideline on monitoring and evaluation of DENR competency-based learning and development intervention programs is necessary in achieving the desired PRIME-HRM maturity levels. It will also provide a standard learning and development M&E processes for all DENR offices.

### **I. OBJECTIVES**

The guidelines aim to:

1. Establish a clear set of procedures in conducting learning and development monitoring and evaluation activities of the Department;
2. Gauge the effectiveness of training programs by verifying/validating and analyzing the attainment of learning objectives, the application of learning in the workplace, and/or the impact of the applied learning in the Department's performance;
3. Assess and recommend improvement in the conduct of the training programs; and
4. Ensure that all L&D activities are aligned with and responsive to the DENR mandates, priority programs and existing policies.

### **II. COVERAGE**

The guidelines shall cover the following learning and development interventions of the DENR offices:

1. Trainings
2. Seminars
3. Webinars
4. Self-paced online training
5. Cross-visits/Exchange programs
6. Conferences

All Offices that conduct L&D activities in the DENR Central Office, Bureaus and Regions shall adopt the M&E procedures prescribed in this Guideline.

### III. MONITORING AND EVALUATION OF L&D ACTIVITIES

All Human Resource Development Service/Section/Unit shall regularly monitor and evaluate the effectiveness of all L&D activities, including the training programs organized by the accredited external learning service providers, to determine if the intervention really contributes to Department's performance.

### IV. MONITORING AND EVALUATION FRAMEWORK

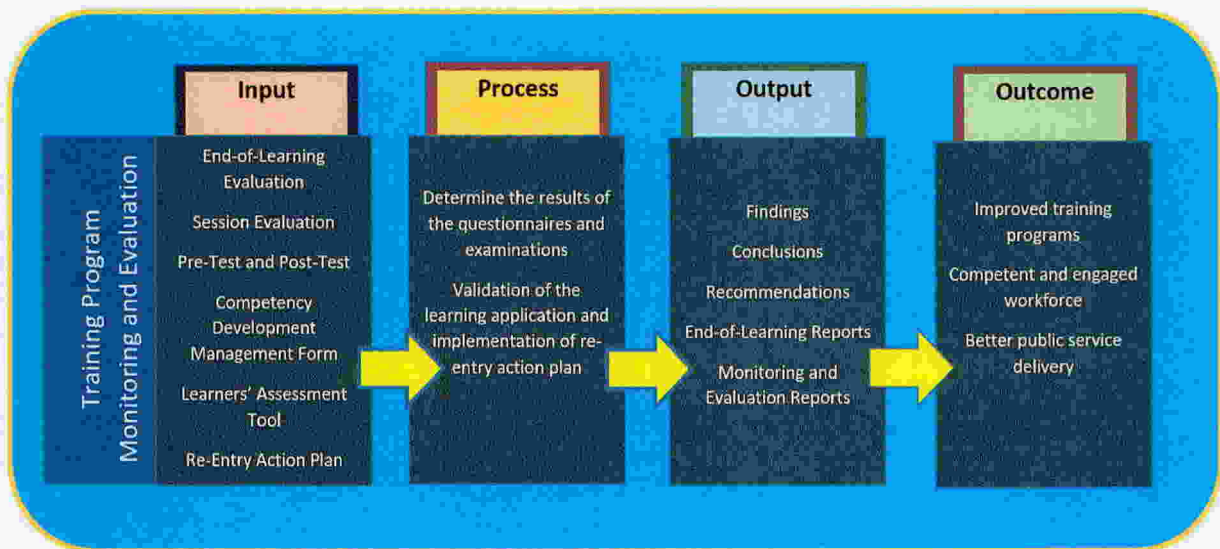


Fig. 1: DENR Monitoring and Evaluation Framework

The framework shown above identifies the elements that go into the monitoring and evaluation process for training programs of the Department.

The Input stage indicates the administration of performance evaluation of the training programs using the DENR Monitoring and Evaluation tools such as

- End-of-Learning Evaluation and Session Evaluation for Level 1 – Reaction Evaluation
- Pre-test and Post-test for Level 2 – Learning Evaluation
- Competency Development Management Form and Learners' Assessment Tool for Level 3 – Application Evaluation
- Re-entry Action Plan for Level 4 – Impact Evaluation

The Process stage determines the results of the of the analyzed data gathered from the evaluation tools. It also includes validation of the application of learning in the workplace and the implementation of re-entry action plan.

The Output stage showcases reports that highlight the recommendations based from the findings and conclusions of the processed data.

The Outcome stage indicates longer-term results associated with the Department's workforce competitiveness and improvement of public service delivery.

## V. MONITORING AND EVALUATION PLAN

The Training Monitoring and Evaluation Plan shall be prepared as an integral part of the training design. It shall contain information on how the intervention will be monitored and evaluated. Below is the template matrix that shall be included in the Evaluation section of the approved course/activity design:

Level of Evaluation	Indicator (What will you measure?)	Method/ Tool	Data Source	Schedule	Person/s Responsible
Level 4: Impact					
Level 3: Application					
Level 2: Learning					
Level 1: Reaction					

Fig. 2. *Monitoring and Evaluation Plan*

### A. FOUR LEVELS OF EVALUATION

All L&D shall be evaluated using Donald Kirkpatrick's Four Levels of Evaluation as follows:

Level 1	Level 2	Level 3	Level 4
<p><b>Reaction Evaluation</b> provides feedback on the participant's satisfaction with the learning environment. Items considered are the facilitator's expertise in the content and in processing learning; the Training Administrator's handling of the implementation before, during, and after the training program; the design and methodologies used in the intervention; and the completeness, appropriateness and timeliness of the materials used.</p>	<p><b>Learning Evaluation</b> provides feedback on the percentage of the learning content acquired by the participants, and if such sufficiently demonstrates that the learning objectives were achieved. This also provides feedback if the individual participant has acquired the competency to perform specific tasks or jobs.</p>	<p><b>Application Evaluation</b> provides feedback if the learning and the acquired competencies are properly applied in the workplace and has improved the participant's performance on the job. This also investigates factors in the workplace environment that may affect application of the learning on the job.</p>	<p><b>Impact Evaluation</b> provides feedback on how applied learning created impact on the participants' organizational performance and if the organization results are being achieved.</p>

Fig. 3. *Levels of Evaluation according to Donald Kirkpatrick*

Determine the level of evaluation appropriate for the proposed L&D activity. As a rule, all L&D activities shall have Level 1 and Level 2, including orientations and seminars. Other interventions including training and webinars with 3-5 days duration shall have at least up to Level 3 monitoring and evaluation except seminars and conferences.

## B. INDICATORS

Indicator is a quantitative metric that provides information to monitor performance, measure achievement and determine accountability<sup>1</sup>. It is an essential part of effective monitoring and evaluation for it provides meaningful information and insight. Additionally, it shows how results will be measured.

Level of Evaluation	Indicator (What will you measure?)
Level 4: Desired Outcome/Impact	90% of learners demonstrates improvement in their competencies; and/or 90% of learners shows improvement in DCPR/OPCR
Level 3: Application	90% of learners applied the learning and/or 90% of learners demonstrated improvement in job performance
Level 2: Learning	2-point difference in the average of pre-test and post-test 80% of the learners passed the post-test
Level 1: Learners' Reaction	Very satisfactory rating from end-of-learning evaluation and session evaluation

Fig. 4. Sample indicators for each corresponding level of evaluation for ENR Management Course

## C. MONITORING AND EVALUATION METHOD/TOOL

Monitoring and Evaluation tools pertain to the instrument/s that will be used to collect data and measure the effectiveness of the training programs. The M&E method and tools can be in a form of questionnaires, interviews, focus groups, and discussions. These are used collectively to obtain the overall assessment of the program through a variety of perspectives. These are designed to determine the learners' perceptions, experiences and behaviors using both qualitative and quantitative data.

The following are the M&E tools in the Department:

1. End-of-learning evaluation form
2. Session evaluation form
3. Competency development management form
4. Individual learning report
5. Learners' Assessment tool
6. Re-entry action plan evaluation guide
7. Daily learning journal

<sup>1</sup> An Introduction to Indicators. UNAIDS Monitoring and Evaluation Fundamentals. Retrieved from [https://www.unaids.org/sites/default/files/sub\\_landing/files/8\\_2-Intro-to-IndicatorsFMEF.pdf](https://www.unaids.org/sites/default/files/sub_landing/files/8_2-Intro-to-IndicatorsFMEF.pdf)

## D. DATA SOURCE

This section of the M&E tells from whom or from where the data can be collected. The following are possible sources of information:

1. learners
2. learners' supervisors and subordinates
3. re-entry action plan
4. pre-test and post-test
5. quizzes
6. competency development management form (Part II), and
7. individual learning report.

## E. MONITORING AND EVALUATION SCHEDULE

The timeline/schedule of the Monitoring and Evaluation shall be based on the level of evaluation and duration of L&D program, as follows:

DURATION OF L&D PROGRAM	LEVEL	SCHEDULE
1-2 day/s	up-to-Level II M&E	During the conduct
3-5 days Training Program	up-to-Level III M&E	after 3 months
6-10 days Training Program	up-to-Level III M&E	after 6 months
11-20 days Training Program	up-to-Level IV M&E	after 6 months
More than 21 days	up-to-Level IV M&E	after 1 year

Fig. 5. *Monitoring and Evaluation activity timeline*

For example, the ENR Academy Management Course has more than 21 days duration; hence, it has up to Level IV evaluation. Level III and Level IV will be conducted a year after the completion of the event.

## F. PERSON RESPONSIBLE

This section identifies who shall be responsible in the collection of data. The Training and Development Division Chief/Course Manager/HRD Section Chief/Unit Head shall assign a team or individual who will administer the M&E activities.

## VI. PROCEDURES FOR MONITORING AND EVALUATION ACTIVITIES

The Course Manager/HRD Unit Chief/Monitoring and Evaluation Staff shall perform the following:

### A. PRE-ACTIVITIES

1. Formulate the Monitoring and Evaluation Plan.
2. Match the evaluation to the purpose of the training. Be clear about what the Department expects from the participants.
3. Consider what level of evaluation results you seek. Generally, Orientation Programs and other competency development management programs with a duration of 1-2 days shall have Level 1 and Level 2 Evaluation. For other training

programs, ensure that appropriate levels and schedule (item V.E) of M&E are indicated in the M&E plan.

4. Identify and prepare appropriate instruments. Written questionnaires are common and low-cost; however, they are self-reports from the participants' perspective. Other assessment methods may be more effective, especially for conceptual learning. Group discussions and personal interviews with participants, journaling, and videotaping a session can provide different levels of information.
5. Pilot test the evaluation process and instruments using other TDD staff/HRD Section/Unit to determine comprehensiveness, validity and reliability. Enhance the process and tools as needed.
6. For training programs with 3-10 days duration, fill-out Part I of the Competency Development Management Form and distribute to the respective supervisors of the learners for signature at least five (5) days prior to the conduct of the event.

## **B. DURING THE CONDUCT OF THE TRAINING PROGRAM**

1. Administer pre-test.
2. Observe and document the acquisition and the important effects of learning experience throughout the training session.
3. Document the questions/issues/concerns from the participants and the corresponding response from resource persons.
4. Before the closing program, make sure that the learners are oriented on how to fill-out Part III of the Competency Development Management Form. Explain that filled-out form must be submitted to the TDD/HRD Section/Unit within seven (7) working days after the completion of the event.
5. Administer all relevant M&E instruments available for Level 1 and Level 2 (e.g., Session Evaluation Form, End-of Learning Evaluation Form, Post-tests)

## **C. POST CONDUCT OF THE TRAINING PROGRAM**

1. Summarize and analyze the results of the gathered data from Level 1 and Level 2 evaluation tools.
2. For Level 1 – Reaction Evaluation, Get the AVERAGE of all variables and assign the following description to each value which will be encoded to the Internal Training Monitoring Sheet and TDRIS:

Poor	Fair	Satisfactory	Very Satisfactory	Excellent
1-1.5	1.51-2.5	2.51-3.5	3.51-4.5	4.51-5

1	Full Name	the Subjion of Cl	uestions	aration	Teclue of the	e allocat	V
10	Marie Y	5	5	5	5	5	5
11	Karen A	5	4	5	4	5	5
12	Vivialyr	4	3	4	3	3	3
13	Flordel	4	4	4	4	4	4
14	Dionito	4	3	4	3	4	3
15	Jan Alc	3	3	3	3	3	3
16	Monali	3	3	3	3	3	3
17	Ma. Ca	4	4	4	4	4	4
18	Kathlee	5	5	5	5	5	5
19	Marra L	5	5	5	5	4	4
20	Lani I.	4	4	4	4	4	4
21	JEFFR	5	5	5	5	5	5
22	Paul A	4	4	4	4	4	4
23	Elise R	5	5	5	4	4	5
24	DHYNE	3	3	3	3	3	3
25	Aslie A	4	4	4	4	4	4
26	ERAGE	4.25	4.0833	4.125	4	4	4.042
27	ATING	VS	VS	VS	VS	VS	VS
28						GENERA	4.083

Fig. 6. Sample data on how to get the general average of the responses on the Level 1 – Reaction Evaluation tool. With General Average of 4.083, the evaluation shows “Very Satisfactory” rating.

- Writing the results of the pre-test and post-test depends on the stated learning objectives. If the objectives stated, “knows”, “understand”, “recognize”, the report shall highlight the passing rate and the difference of passers between pre-test and post-test to demonstrate that learners acquire knowledge and understanding in the training program as shown in Figure 7 below.

50 items test 35 points to pass	NUMBER OF PASSERS
PRE-TEST	9
POST-TEST	19

Fig. 7. Sample data that highlights the difference of the number of passers in pre-test and post-test.

If the learning objectives stated “enhance, increase,” the findings shall highlight if the difference of the average of the pre-test and post-test is statistically significant using statistical analysis, such as but not limited to Paired t-test.



<b>Learners</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Diff</b>
A	9	15	6
B	10	16	6
C	12	15	3
D	10	14	4
E	13	15	2
F	16	16	0
G	14	15	1
H	18	19	1
I	12	15	3
J	15	14	-1
K	20	20	0
L	15	16	1
<b>Mean</b>	<b>13.66667</b>	<b>15.83333</b>	<b>2.166667</b>

Fig. 8. Sample data to determine if there is an improvement in the knowledge of the learners by getting the mean difference of pre-test and post-test.

4. Prepare the end-of-learning report. Present the results of the Level 1 and Level 2 evaluation in the Findings Section. Moreover, the conclusion of the report shall highlight whether the training program achieved the learning objectives through the results of the evaluation. The recommendation shall be based on the findings and conclusion.

## **VII. PREPARATION AND ADMINISTRATION OF LEVEL III AND LEVEL IV EVALUATION QUESTIONNAIRES**

### **A. L&D ACTIVITIES WITH 3-10 DAYS DURATION**

1. Identify the date(s) of M&E activity based on the prescribed timeline.
2. Use the Competency Development Management Form Evaluation Section for L&D activities with 3-10 days duration.
3. In developing evaluation questionnaires for Part I (Learning Achievement), formulate questions to assess if the learner applies the learning, and demonstrates improvement in their competencies/behavior/performance in the workplace. Use the "OBJECTIVES" of the Learning Event as source or use either competency description or the behavioral indicators in the Competency-Based System Manual (see Annex C for Reference).
4. For Part II, use the suggested questionnaires (see Annex C) to determine if the action plan was implemented.
5. Have the Level III Application Evaluation tool approved by the HRDS Director/Head of Office.

6. Once approved, notify the respondents, the supervisors of learners on the schedule of the M&E activity and its purpose through a Memorandum. For more efficient collection of data, use an online form.

#### **B. L&D ACTIVITIES WITH 11 DAYS AND MORE DURATION**

1. Identify the date(s) of M&E activity based on the prescribed timeline.
2. Use the Learners' Assessment Tool and REAP Validation Form.
3. Determine the completion status of the Re-Entry Action Plan of the learners.
4. Identify the success indicators and means of verifications in preparing the REAP Validation form. Success indicators and the corresponding MOVs shall be based on the formulated objectives of the REAP.
5. Notify the respondents, the supervisors, and subordinates of learners, on the schedule of the M&E activity and its purpose through a Memorandum. For more efficient collection of data, use an online form.

#### **VIII. PREPARATION OF THE MONITORING AND EVALUATION REPORT**

1. The results of the Level 1 and Level 2 evaluation are part of the End-of-Learning Report/Training Report. However, the results shall be also mentioned in the findings of the M&E Report.
2. The results of Level 3 M&E determine the extent of application of learning in the workplace, while Level 4 M&E is conducted to identify significant impact in the organization using the Re-Entry Action Plan as the basis for evaluation. In this case, the Monitoring and Evaluation Report shall be prepared separately. The contents of the report should be as follows:
  - i. **Title or Header**
  - ii. **Executive Summary**
  - iii. **Introduction** provides a context by giving the background, rationale, and purpose.
  - iv. **Scope** presents the focus of the evaluation study and the evaluation questions that the study seeks to answer.
  - v. **Methods** shows the process or design, method/s for gathering data, respondents, timeline, tools used.
  - vi. **Summary of Findings** delivers the findings, conclusions and interpretations based on the analysis derived from the findings.
  - vii. **Recommendations** offers suggestions on decisions and actions for the management to take based on the findings of the monitoring and evaluation report.
  - viii. **Annexes** include the documents the readers need to refer to such as sampling data and instruments/tools used.


**IX. SUBMISSION**

All End-of-Learning Report containing the results of Level 1 and Level 2 evaluation shall be submitted to the respective approving authority within fifteen (15) working days after the conduct of the event.

All Level 3 and Level 4 Monitoring and Evaluation (M&E) Reports of the Offices in the Central Office shall be submitted to the Director of the Human Resource Development Service. For the Regional Offices, the said reports shall be submitted to the Assistant Regional Director for Management Services. Lastly, the M&E Report of the Line and Staff Bureaus shall be submitted to the Assistant Bureau Director. The schedule of submission of report shall be as follows:

<b>DURATION OF L&amp;D PROGRAM</b>	<b>LEVEL</b>	<b>M&amp;E SCHEDULE</b>	<b>SCHEDULE OF M&amp;E REPORT SUBMISSION</b>
1-2 day/s	up-to-Level II M&E	During the conduct	15 working days after the activity
3-5 days Training Program	up-to-Level III M&E	after 3 months	1 month after the scheduled M&E
6-10 days Training Program	up-to-Level III M&E	after 6 months	1 month after the scheduled M&E
11-20 days Training Program	up-to-Level IV M&E	after 6 months	2 months after the scheduled M&E
More than 21 days	up-to-Level IV M&E	after 1 year	3 months after the scheduled M&E

All Bureaus and Regional Offices shall submit the annual consolidated Monitoring and Evaluation (M&E) Report, using the matrix below (Annex A), to the Human Resource Development Service on or before the second Friday of January.

  
**ATTY. ERNESTO D. ADOBO, JR., CESO I**  
Undersecretary  
Legal, Administration, Human Resources  
and Legislative Affairs



Department of Environment and Natural Resources  
(Name of Office)  
Consolidated Monitoring and Evaluation Report  
FY \_\_\_\_\_

L&D Program <sup>2</sup>	Date Conducted	M&E Level <sup>3</sup>	Success Indicators	Method/Tools <sup>4</sup>	Data Source <sup>5</sup>	Findings <sup>6</sup>	Conclusion/Remarks <sup>7</sup>

Prepared by:

Endorsed by:

Approved by:

HRD SECTION/UNIT CHIEF

CHIEF, ADMINISTRATIVE DIVISION/ADMINISTRATIVE AND FINANCE DIVISION

ARD for MGT Services/ABD

<sup>2</sup> List down the L&D programs monitored and evaluated for the year.  
<sup>3</sup> Indicate the levels of evaluation targeted for each program.  
<sup>4</sup> Enumerate the methods/tool used for each level.  
<sup>5</sup> Identify the sources of data.  
<sup>6</sup> Specify the findings for each success indicators.  
<sup>7</sup> Cite whether the program achieved its success indicators.

ANNEX B

Sample M&E Plan for Management Course to be conducted from March 1 to March 31, 2021. This table shall be included in the **Evaluation** Section of the Activity/Course Design.

<b>Level of Evaluation</b>	<b>Indicator (What will you measure?)</b>	<b>Method/ Tool</b>	<b>Data Source</b>	<b>Schedule</b>	<b>Person/s Responsible</b>
Level 4: Desired Outcome/Impact	90% of learners demonstrates improvement in their competencies; and/or  90% of learners with improvement in DCPR/OPCR	Re-entry Action Plan Evaluation Form  Learners' Assessment Tool  OPCR/DPCR	REAP Completion Report, Subordinates involve in REAP implementation and Subordinates/Superiors  OPCR/DPCR	April 2022	M&E Section
Level 3: Application	90% of learners that applied the learning and/or 90% of learners demonstrated improvement in job performance	Learners' Assessment Tool	Subordinates/Superiors	April 2022	M&E Section
Level 2: Learning	2-point difference in the mean of pre-test and post-test	Pre-test and Post-test	Learners	March 1, 2021 & March 31, 2021	Learning Event Team

Level 1: Learners' Reaction	Very satisfactory rating from end-of-learning evaluation and session evaluation	Session Evaluation Form  End-of-learning Evaluation Form	Learners	March 31, 2021	Learning Event Team
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# Annex C sample COMPETENCY DEVELOPMENT MANAGEMENT FORM

To the Respondent,

As part of the DENR's Learning and Development program, the Human Resource Development Service-Training and Development Division, is currently conducting monitoring and evaluation on the Webinar on Complete Staff Work and Writing Effectively, which your subordinate attended on June 15-19, 2020.

This Competency Development Management Form is a tool that seek to assess the application of learning to the workplace. The results of the evaluation will help us gauge the effectiveness of the course.

We assure you that your responses will be treated with utmost confidentiality. Thank you for your wholehearted support in this activity.

- Training and Development Division

\* Required

1. Email \*

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## KEY INFORMATION

2. NAME OF EMPLOYEE \*

to be assessed

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3. POSITION \*

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4. OFFICE/DIVISION \*

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5. NAME OF DIVISION CHIEF/OFFICE HEAD \*

\_\_\_\_\_

EVALUATION

**Part A. Implementation of Action Plan**

6. Did the learner able to implement his/her action plan? \*

*Mark only one oval.*

No

Yes

7. If not, tell us why the learner was not able to implement his/her action plan?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. How satisfied are you in the implementation of the action plan? \*

*Mark only one oval.*

Very unsatisfied

Unsatisfied

Satisfied

Very satisfied

**Part B. Learning Achievement. Please select the option that best describes the improvement of the learner in the following indicators:**



9. He/she uses existing communication materials or templates to produce own written work \*

*Mark only one oval.*

- Not Demonstrated  
 Somewhat Demonstrated  
 Demonstrated  
 Highly Demonstrated

10. He/she edits existing or customizes available communication materials to produce an appropriate written work \*

*Mark only one oval.*

- Not Demonstrated  
 Somewhat Demonstrated  
 Demonstrated  
 Highly Demonstrated

11. He/she practices basic knowledge of CSW to generate complete, accurate, relevant and timely output. \*

*Mark only one oval.*

- Not Demonstrated  
 Somewhat Demonstrated  
 Demonstrated  
 Highly Demonstrated

12. He/she demonstrates advanced knowledge in CSW by applying appropriate tools and techniques \*

*Mark only one oval.*

- Not Demonstrated  
 Somewhat Demonstrated  
 Demonstrated  
 Highly Demonstrated

13. Did the training program resolve his/her performance/competency gap?

*Mark only one oval.*

- Yes  
 No

14. If not, what other intervention/s did you provide to improve his/her performance?

*Check all that apply.*

- Coaching  
 Mentoring  
 Shadowing  
 Job Rotation

Other:  \_\_\_\_\_

15. Did the learning intervention succeed?

*Mark only one oval.*

- Yes  
 No  
 Other: \_\_\_\_\_

16. Please give other comments on how the training helped improve the job performance of the learner?

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17. DECLARATION \*

*Check all that apply.*

I hereby ensure that this assessment of my staff is accurate and not influenced by particular assessor or assessment occasion, that my judgements are made about the learning outcomes of my staff, and I authorize the Training and Development Division to interpret and instructionally use for decision making and action relative solely for the purpose of learning and development.

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