



MEMORANDUM

MAY 02 2022

FOR : **All Regional Executive Directors
All Bureau Directors**

ATTN : **All HRD Chiefs**

FROM : **The OIC-Director**
Human Resource Development Service

SUBJECT : **REQUEST FOR COMMENTS ON THE PROPOSED DENR
MEMORANDUM ORDER RE: ADOPTING THE
COMPETENCY-BASED LEARNING AND DEVELOPMENT
POLICY OF THE DENR**

This pertains to the proposed DENR Memorandum Order re: Adopting the Competency-Based Learning and Development Policy of the Department.

The proposed policy is in line with the Civil Service Commission's Memorandum Circular No. 03, series of 2012 or the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), with the objective to strengthen the L&D System in the Department through the development of a comprehensive L&D policy, taking into consideration the standards of PRIME-HRM Maturity Level III and IV. Further, the said policy will integrate several L&D office orders and issuances such as individual development plans, processing and approval of L&D activities, conduct of online training, coaching and mentoring, and monitoring and evaluation, which are already instituted and cascaded to DENR offices.

The following are the key features of the policy proposal: *Introduction, Objectives, Definition of Terms, Coverage* (all L&D programs except local scholarship programs and foreign study and non-study trips), *L&D philosophy and framework, L&D processes, Issuance of Training Certificates, Management of Subject Matter Experts and/or Learning Service Providers, Records and Information System Management, Green, healthy, and safe learning and development interventions, Responsibilities of Offices, and L&D Forms and Templates.*

With this, may we respectfully request your inputs/comments on the proposed policy to be submitted to the Training and Development Division **on or before 06 May 2022** through the TDD official email address at hrds-tdd@denr.gov.ph. The TDD-HRDS will convene an online meeting with the HRD Chiefs after all inputs have been gathered.

For your consideration.


MIRIAM M. MARCELO



Republic of the Philippines
Department of Environment and Natural Resources
Visayas Avenue, Diliman, Quezon City
Tel Nos. 929-6626 to 29; 929-6633 to 35
Website: <http://www.denr.gov.ph> / E-mail: web@denrgov.ph

MEMORANDUM ORDER
NO. 2022 - _____

SUBJECT: ADOPTING THE COMPETENCY-BASED LEARNING AND DEVELOPMENT POLICY OF THE DENR

In line with the Civil Service Commission's Memorandum Circular No. 03, series of 2012 or the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), the Competency-Based Learning and Development (L&D) Policy is hereby adopted.

The Competency-Based Learning and Development Policy shall define the L&D philosophy, strategic framework and processes in the conduct of needs assessment, development and designing, implementation, and monitoring and evaluation of learning and development activities in the central, regional offices, and bureaus. Likewise, it shall assist the Department in monitoring and evaluating the efficiency of the L&D System.

The templates and other information indicated in the Competency-Based Training Manual shall be used as supplementary guide in the implementation of this policy, while the existing local scholarship programs and foreign study and non-study trips, pursuant to Executive Order No. 77, series of 2019, DENR Memorandum No. 2020-187, and other similar issuances, shall remain in full force and effect.

The Competency-based L&D Policy shall be reviewed and updated as often as necessary, upon the recommendation of the Human Resource Development Committee (HRDC), to ensure that it is responsive to the current management requirements and set-up of the Department.

All Orders and other similar issuances inconsistent herewith are hereby revoked, amended or modified accordingly.

This Order takes effect immediately.

JIM O. SAMPULNA, CESO I
Acting Secretary

COMPETENCY-BASED LEARNING AND DEVELOPMENT POLICY OF THE DEPARTMENT OF ENVIRONMENT AND NATURAL RESOURCES (DENR)

I. INTRODUCTION

The Human Resource Development Service shall plan, program, and implement competency-based human resource interventions of the Department; evaluate learning and development (L&D) programs and other human resource development activities of the various units of the Department; and develop a responsive employee career development program that will maximize potentials of employees in their jobs and in the organization. In view of these mandates, several L&D office orders and issuances are instituted and cascaded to DENR offices such as: competency assessment through competency-based system manuals¹, training needs assessment through individual development plans², processing and approval of L&D activities³, conduct of online training⁴, coaching and mentoring⁵, monitoring and evaluation⁶, among others.

On February 16, 2012, the Civil Service Commission issued Memorandum Circular No. 3 otherwise known as the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) with the objective of inculcating meritocracy and excellence in the public service human resource management through a program of reward, recognition, empowerment, and continuous development.

In light of the issuances and to strengthen the L&D System in the Department, the development of Competency-based Learning and Development Policy is considered, taking into account the standards of the PRIME-HRM to achieve a level of excellence in the Department's L&D policies, practices and capabilities. Thus, it is imperative that this Competency-Based Learning and Development Policy be instituted which shall define the L&D philosophy, strategic framework and processes in the conduct of needs assessment, development and designing, implementation, and monitoring and evaluation of learning and development activities in the central, regional offices, and bureaus. The existing Competency-Based Training Manual shall be used as supplementary guide in the implementation of this policy.

II. OBJECTIVES

The objectives of this Policy are:

1. To ensure efficiency in conducting L&D activities with the application of standard processes;
2. To establish a set of criteria in accrediting and managing subject matter experts and/or learning service providers;
3. To strengthen the L&D system through integration in other HRM systems; and,
4. To align the competency-based learning and development policy with the Department's strategic goals.

¹ DMC No. 2022-05 or Adoption of the 2022 Competency-based System Manuals

² DENR Memo No. 2019-758 or Guidelines on the Preparation of Individual Development Plans for DENR employees

³ DENR Memo No. 2019-967 or Guidelines on the Processing and Approval of Learning and Development activities

⁴ DMO No. 2020-03 or Guidelines on the conduct of Online Training Courses/ Webinars

⁵ DENR Memo No. 2020-182 or Guidelines on the Preparation of Coaching Plan and Coaching Form for all DENR employees

⁶ DENR Memo No. 2021-469 or Guidelines on the Monitoring and Evaluation of DENR Competency-based Learning and Development Intervention Programs of the Department

III. COVERAGE

This Policy covers all L&D programs being implemented, funded, organized and/or outsourced by the DENR for its officials and employees in the Central and Regional Offices and Bureaus, except local scholarship programs and foreign study and non-study trips which shall be in accord with Executive Order No. 77, series of 2019, DENR Memorandum No. 2020-187, and other similar issuances.

IV. DEFINITION OF TERMS

1. **Coaching** – is a non-training intervention in which the supervisor, called a coach, supports the employee or coachee to bring about continuous performance improvement through a feedback mechanism.
2. **Competency** - general descriptions of the behavior or actions manifesting one's knowledge, skills, attitudes, traits, motives and experiences needed to successfully perform a job.
3. **Competency Assessment** - a means for the qualification and measurement of demonstrated competency through assessment.
4. **Learning and Development** - a function of human resource management concerned with organizational activity aimed at improving the performance of individuals and groups in organizational settings.
5. **Learning and Development Plan** - a gender-responsive, developmental instrument, equipped with enabling policies, financial resource and mechanisms to engage its stakeholders in plan execution and monitoring.
6. **Knowledge, Skills & Attitude**
 - a. **Knowledge** - “the sum of what is known: the body of truth, information, and principles acquired by humankind.”
 - b. **Skills** - “the ability to use one’s knowledge effectively and readily in execution or performance.”
 - c. **Attitude** - “a feeling or way of thinking that affects a person’s behavior.”
7. **Philosophy** – the basis of beliefs that people in the organization are expected to be guided by.
8. **Program** - a group of activities or things to be achieved.
9. **Scholarship** - refers to degree courses (bachelor’s, master’s and doctorate) which carry both the financial and/or moral support of the DENR and/or donor institution. It may be local or foreign and is within the field of study or is related to the grantee’s official duties and responsibilities, bound by a scholarship service contract with DENR.
10. **Training** - refers to a learning program that aims to develop competencies of the employees to improve performance.

V. LEARNING AND DEVELOPMENT PHILOSOPHY

The DENR believes that:

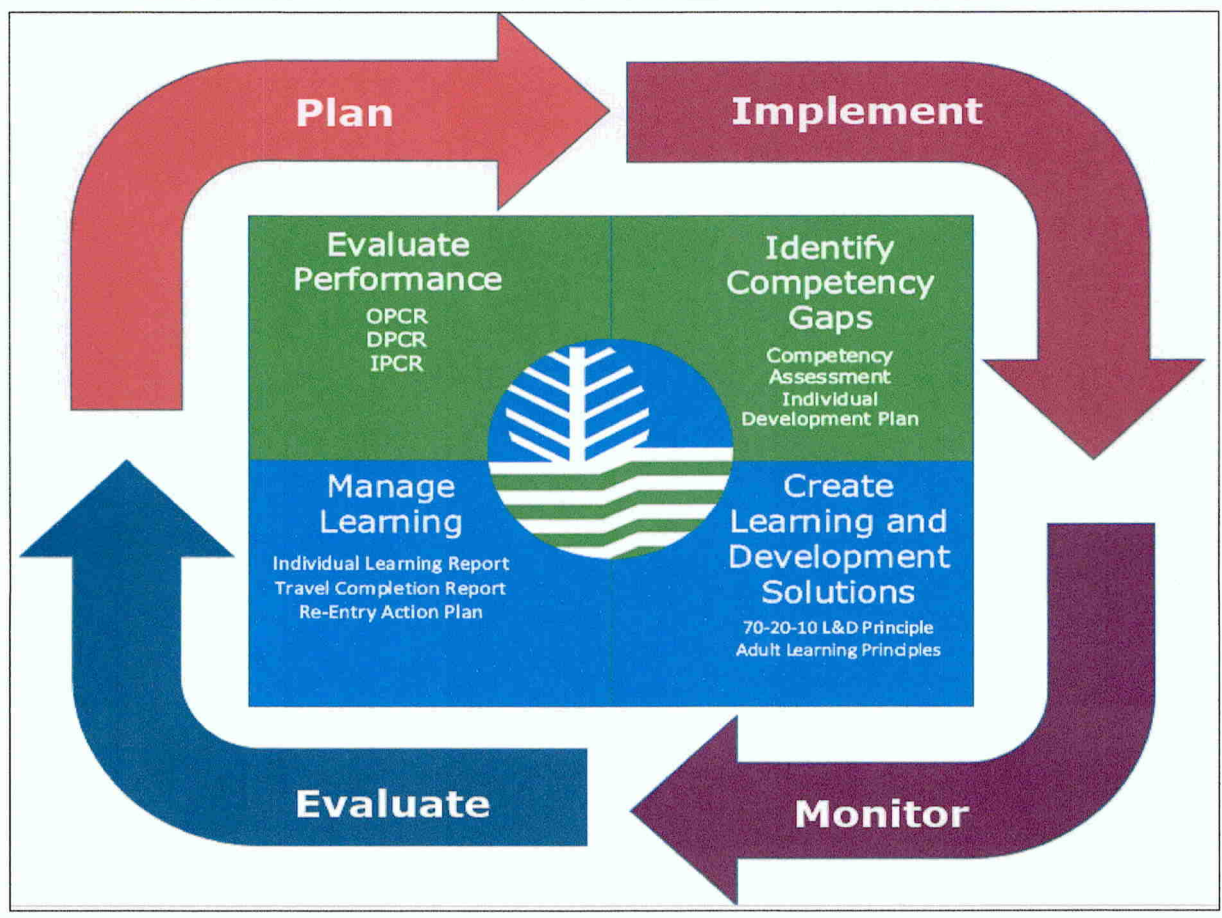
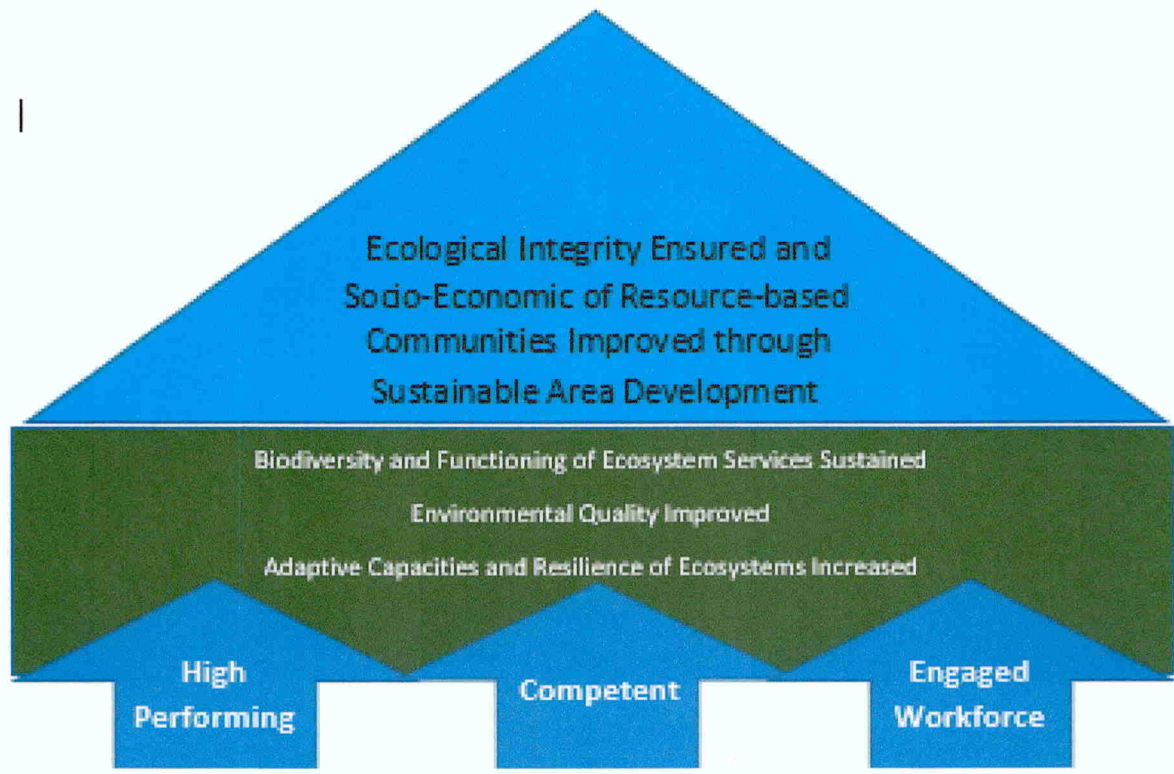
1. Learning and Development (L&D) contributes to the successful attainment of the organization's strategic objectives, mandates, and priority programs which eventually benefit all the stakeholders of the Department;
2. L&D must be competency-based and performance-related designed to achieve specified improvements in functional, team and individual performance; henceforth, contribute to the desired result of the Department;
3. Employees in the Department, regardless of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, economic and social status or political affiliation, must be encouraged and given the opportunity to learn and develop their competencies to the maximum of their capacity⁷;
4. While the need to invest in learning and development is recognized, the prime responsibility for development rests with individual employees, who will be guided and supported by their respective supervisors as process owners and, as necessary, the members of the Human Resource Development Service/Section/Unit;
5. Continuous upgrading of competencies is essential to the maintenance of pool of professional officials and employees of the Department; and
6. L&D supports the Recruitment, Selection and Placement (RSP), Performance Management (PM), Rewards and Recognition (R&R) and other HRM areas. It ensures that proper orientation is given to newly-hired employees. It drives performance management through development plans, and support rewards to encourage employees into learning in the workplaces.

VI. LEARNING AND DEVELOPMENT FRAMEWORK

The L&D System shall be aligned with the Department's mandates, priorities and goals and the DENR Competency-Based System Manuals⁸. It is understood that the CBS Manuals shall be updated every two (2) years or as necessary to ensure that these are responsive to the present and future needs of the Department.

⁷ DENR Memo dated January 8, 2019 or Adopting the Equal Opportunity Policy in the Implementation of Human Resource Processes of the DENR

⁸ DMC No. 2022-05 or Adoption of the 2022 Competency-based System Manuals



VII. LEARNING AND DEVELOPMENT PROCESS

A. Learning Needs Assessment

1. **Needs Identification.** L&D needs identification and analysis shall be based on identified and verified needs that are directly aligned to the organization's goals and objectives. L&D interventions shall be identified based on the following:

- 1.1. Individual Development Plan (IDP)
- 1.2. List of newly-hired employees for orientation and onboarding
- 1.3. Top-to-bottom Instructions based on the priority programs of the Department
- 1.4. Felt needs

2. **Individual Development Plan.** The IDP shall be used as a tool for development planning of DENR employees. It contains the L&D needs identified through competency assessment, and the interventions that will be undertaken to respond to these needs. Areas for improvement reflected in the IPCR shall be also part of the IDP.

Concerned Head of Office, supervisors and employees shall be responsible for ensuring that the specified L&D intervention in the IDP is pursued. The DENR personnel shall refer to the existing IDP guidelines⁹ in filling out the form.

3. **L&D Plan.** The L&D Plan shall be based on the analysis of the results of competency assessment and the consolidated IDPs, which shall be approved by the Human Resource Development Committee (HRDC).

The three-year L&D Plan of regions and bureaus shall be submitted to the HRDS at the beginning of third quarter of the year before the end of the implementation of the previous three-year L&D plan. The L&D Plan of the following year shall be submitted to HRDS at the end of November of each year.

4. **L&D Hours.** Every employee shall be provided at least one planned human resource development intervention in a year. The L&D hours shall be based on the actual number of hours engaged in by an employee in the training attended.

B. Learning Design and Development

1. Learning Designing and Approval of L&D activities

1.1. Internal Training - L&D activities initiated by the HRD Service/Section/Unit

- 1.1.1. The HRD Service/Section/Unit shall formulate the learning design using the prescribed format of the identified training which contains the appropriate objectives, customized M&E plan and tools, course

⁹ DENR Memo No. 2019-758 or Guidelines on the Preparation of Individual Development Plans for DENR employees

- contents, methodology, subject matter expert/learning service provider, and budgetary requirements;
- 1.1.2. The learning design shall include detailed Training Activity Plan (TAP) for the verification and evaluation of equivalent number of training hours. The TAP shall also serve as guide for the facilitator/learning event team for the smooth conduct of the program;
 - 1.1.3. The HRD Service/Section/Unit shall assess availability of low-cost to no-cost resources in terms of training venue and internal subject matter experts;
 - 1.1.4. The HRD Service/Section/Unit shall seek approval of the learning design with the corresponding Special Order, to the approving authority based on Manual of Authorities.

1.2. Internal Training - L&D activities initiated by other offices

- 1.2.1. For L&D activities initiated by other offices in the Central Office, the proponent shall submit the documentary requirements stipulated in the existing guidelines¹⁰ on the Processing and Approval of Learning and Development activities;
- 1.2.2. For L&D activities initiated by Bureaus, the Bureau Director shall be the approving authority of the L&D activities for their respective personnel. All interventions shall be coursed through the HRD Unit for the processing and approval of the activities. However, if the targeted learners are from Regional Offices, Central Office, and other Bureaus, they shall submit the documentary requirements to TDD-HRDS pursuant to the said memorandum;
- 1.2.3. For L&D activities initiated by Regions, the Regional Executive Director shall be the approving authority of the conduct of all L&D activities for their respective personnel including those in CENROs and PENROs. All interventions shall be coursed through the HRD Sections for processing and approval. However, if the L&D activity is either cross-visit or exchange programs, the Undersecretary supervising HRD shall be the approving authority. The concerned heads of office shall submit the documentary requirements to TDD-HRDS pursuant to the said memorandum, including the Memorandum from host RED addressed to Undersecretary supervising HRDS and Undersecretary for Field Operations stating that host region accepts the learners and has no objection on the proposed activity.

2. Qualifications and Selection of Learners

- 2.1. As a general rule, all L&D interventions shall target learners based on the IDP of employees. The HRDS and HRD Section/Unit may select the participants based on the identified criteria/qualifications for each intervention for the Central and Regional Offices/Bureaus, respectively.
- 2.2. For programs with pre-determined learners, especially technical programs, the head of office that initiated the program shall inform the heads of office

¹⁰ DENR Memorandum No. 2019-967 or Guidelines on the Processing and Approval of Learning and Development activities

and the respective HRD Sections/Units of the targeted learners **at least 30 days** prior to the conduct of the event.

2.3. For Cross Visit/Exchange Program, only officials and employees directly involved in the specific ENR programs/projects or whose duties and responsibilities are relevant to the field exposures shall be authorized to participate. With clearance from the Office of the Undersecretary for Field Operations, a minimum of fifteen (15) participants to a maximum of twenty (20) participants shall be allowed per ENR cross visit outside the region.

3. Confirmation, Cancellation, Rescheduling and Substitution

3.1. Confirmation of participants must be made not later than thirty (30) days prior to the conduct of a learning event as stated in the following:

3.1.1. Endorsement Form signed by supervisor and/or

3.1.2. Accomplished Learner's Profile/Competency Development Management Form

3.2. Cancellation or rescheduling of confirmed participants shall be allowed only through official communication to HRDS (Central Office) or HRD Section/Unit (Regions, Bureaus) signed by the learner's immediate supervisor, stating the reason/s of non-attendance seven (7) working days prior to the conduct of the event. This is to give ample time for the organizer to find replacement.

3.3. Substitution of participants may be allowed within seven (7) days after confirmation has been made, provided that the substitute has the same target development needs indicated in his/her IDP.

3.4. Participants who cancelled their participation in the learning event but notified the host office within forty-eight (48) hours upon receipt of a Memorandum from the host office, may be considered in future L&D programs, provided that the reasons for cancellation are justifiable.

3.5. On the other hand, participants who failed to attend and complete the learning event and did not notify the host office of the cancellation, shall not be considered in future internal and external training programs for a period of one (1) year.

3.6. L&D activities shall be cancelled or rescheduled only due to force majeure, unavailability of resource persons, and conflict with the priority activities of the Department.

4. Participation in External Training Programs

4.1. If the L&D interventions identified in the IDP are not available in the offered interventions of the Department, employees may be referred to external learning service providers.

- 4.2. For L&D offered by external Learning Service Providers, employees are allowed to participate in the external training programs provided that:
- 4.2.1. Only employees appointed to permanent, coterminous, contractual and casual positions, who submitted their Individual Development Plans shall be allowed to participate in the training. They shall ensure that the training will address the competency gaps as indicated in their IDPs;
 - 4.2.2. New employees who are under six (6) months probationary period are only allowed to participate in L&D activities initiated by the Department. They may, however, be allowed to attend L&D activities on official time, but at their own expense.
 - 4.2.3. Training must be offered by L&D institutions accredited by the CSC or other government agencies except for highly technical courses, pursuant to Part IV. Training, Sec. 63 of the 2017 ORAOHRA Revised July 2018;
 - 4.2.4. Registration fee for conferences, symposia, fora and other non-training activities should not exceed to Php 2,000.00/day per participant, pursuant to DBM NBC No. 563, series of 2016.
- 4.3. The Undersecretary supervising HRDS shall be the approving authority for all officials, appointed/designated to positions with SG 24 or higher in the Regional Offices and Bureaus, and rank-and-file employees in the Central Office. The Bureau Director and Regional Executive Director shall be the approving authority for the attendance of their respective rank-and-file personnel in the external training programs;
- 4.4. Participating employees shall submit the following documentary requirements:
- 4.4.1. Memorandum from the Heads of Offices concerned;
 - 4.4.2. Invitation on the learning programs;
 - 4.4.3. Duly Accomplished Endorsement Form;
 - 4.4.4. Copy of Individual Development Plan (IDP) if no record found in the TDD-HRDS database.
- 4.5. HRD Section/Unit of Bureaus and Regional Offices shall require the same documentary requirements and ensure that the intervention is consistent with the targeted competencies in the IDP/functions of the concerned employee;
- 4.6. Pursuant to Civil Service Commission Memorandum Circular 2018-18¹¹, employees shall be allowed to participate in the Continuing Professional Development (CPD) activities of their respective professional organizations, subject to availability of funds and approval of head of office. In addition to the requirements stipulated above, HRD Service/Section/Unit shall ensure that the external service providers are Accredited Professional Organizations of the Professional Regulation Commission (PRC);

¹¹ CSC MC 2018-18 dated 29 August 2018. Attendance in Continuing Professional Development Courses and Renewal of Professional Identification Cards (PICs) on Official Time

- 4.7. Notably, the employees participating in the external training programs shall submit an Individual Learning Report (ILR), within seven (7) working days after the conduct of the event.

C. Learning Implementation

1. **Use of Competency-based Training Manual.** All training program managers shall use the DENR Competency-Based Training Manual for effective management and facilitation of L&D interventions.
2. **Green, healthy and safe learning.** The training program managers shall consider the following in conducting a learning and development intervention:
 - 2.1. Use of appropriate technology and materials to reduce energy consumption;
 - 2.2. Serve healthy and nutritious meals and impose designated areas for anti-smoking policy;
 - 2.3. Appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities and meals;
 - 2.4. Ensure equal, adequate and safe participation of women and men, and those groups with special needs during the conduct of the L&D activities; and,
 - 2.5. Use of gender-fair and bias-free language, examples and other forms of illustrations in all instructional materials.
3. **Venue identification.** Identification of venue for the internal L&D activity shall prioritize DENR facilities. However, if exigencies occur, privately-owned facilities/venue can also be sought (Hotel, Events Place, etc.), provided the participants residing within Metro Manila shall not be in-house to avoid excessive expenditure¹². In cases where the target participants will come from Regional Offices or outside Metro Manila, the activity can be conducted in the most strategic and accessible location wherein the participants can be in-house.
4. **Online learning.** The L&D interventions may be implemented through face-to-face, blended or online learning, whichever is suitable to the program's objectives and situation. The DENR personnel shall refer to the existing guidelines¹³ in conducting online learning/webinars.
5. **Non-training interventions.** Non-training interventions such as coaching, mentoring, job rotation, shadowing and benchmarking are also considered in implementing L&D interventions to improve the performance of employees. For coaching, the supervisor shall adopt coaching plan and coaching form. The coaching plan shall be submitted every 28th day of February to the HRDS for central office, and HRD Section/Unit for regional offices and bureaus. The DENR personnel shall refer to the existing coaching guidelines¹⁴ in filling out the coaching plan and coaching form.

¹²The term "excessive expenditures" signifies unreasonable expense or expenses incurred at an immoderate quantity and exorbitant price. It also includes expenses which exceed what is usual or proper, as well as expenses which are unreasonably high and beyond just measure or amount. They also include expenses in excess of reasonable limits. (COA Circular 2012-003)

¹³ DMO No. 2020-03 or Guidelines on the conduct of Online Training Courses/ Webinars

¹⁴ DENR Memo No. 2020-182 or Guidelines on the Preparation of Coaching Plan and Coaching Form for all DENR employees

D. L&D Monitoring and Evaluation

1. **Internal Training Conducted.** The conduct of monitoring and evaluation of all programs initiated by the Department shall be in accordance with the provisions stipulated in the existing M&E guidelines for L&D programs¹⁵.
2. **External Training Attended.** All employees participated/completed learning events conducted by external learning service providers shall submit an Individual Learning Report, which contains Post Learning Action Plan/Proposal, to the Office of the Undersecretary supervising HRDS, through Training and Development Division, within seven (7) days after the event. While personnel from regional offices shall submit the same through their Regional Executive Directors.

For central office personnel, they shall fill out the DENR evaluation form for LSPs to be given by the TDD-HRDS after attendance to the activity and receipt of ILR. Results from the evaluation forms/questionnaire shall be consolidated and evaluated to form part in the evaluation of LSP's performance.

Employees, who failed to submit the ILR of training attended, may not be considered to participate in future learning programs offered by external LSPs.

VIII. ISSUANCE OF TRAINING CERTIFICATES

1. All Certificate of Completion for learning and development will be issued by the Human Resource Development Service/Section/Unit signed by the appropriate authority based on the Manual of Authorities.
2. For the application for issuance of Certificate of Completion, the implementing office shall submit the following documents:
 - 2.1. Memorandum from the Head Office requesting the issuance of Certificate of Completion, number of training hours
 - 2.2. Copy of Signed Special Order
 - 2.3. Copy of Approved Learning Design
 - 2.4. Copy of Attendance certified by the training program manager
3. Certificate of Completion shall only be awarded to participants or learners who submitted the required output/s and attended and participated in at least:
 - 3.1. 80% for L&D activities with more than 40 equivalent training hours**
 - 3.2. 90% for L&D activities with 4 hours to 40 equivalent training hours**
4. Learners who cancelled their participation in the learning event but notified the host office within forty-eight (48) hours upon receipt of a Memorandum from the host office, may be considered in future L&D programs, provided that the reasons for cancellation are justifiable.

¹⁵ DENR Memorandum No. 2021-469 or Guidelines on M&E of DENR L&D Programs

5. On the other hand, learners who failed to attend and complete the learning event and did not notify the host office of the cancellation, shall not be considered in future internal and external training programs for a period of one (1) year.

IX. MANAGEMENT OF SUBJECT MATTER EXPERTS (SMEs) AND/OR LEARNING SERVICE PROVIDERS (LSPs)

1. **Selection Criteria.** The HRDS (Central) and the HR Section/Unit (Regional, Bureau) shall ensure that the following shall be considered in the selection of individual resource persons, speakers, trainers, facilitators and groups/institutions for the implementation of L&D interventions:

QUALIFICATION	DETAILS
Education/Expertise	Background or area of specialization
Experience	Proven record that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical Attribute	Sustainability or fitness for the task or role
Integrity	Absence of critical incidents that might otherwise tarnish the person's credibility, character, ethical behavior or intellectual integrity as a learning service provider

1.1. Assignment of Points for Qualifications beyond the Prescribed Standards

CRITERIA	MAXIMUM POINTS
Education	40
Expertise	20
Experience	40

1.2. Computation of Scores

Education	Points
In excess of the minimum requirements	40
Master's	
- 36 units or more	30
- 24-35 units	20
- 12-24 units	15
- Less than 12 units	10
	5
Doctor's Degree	40
- More than 75% of total units completed	30

- 25-75% of total units completed	25
- Less than 25% of total units completed	15
Certificate/Diploma Course	10

Expertise	Points
Accomplishment/achievement in the relevant field	10
Article/Book published	5
Membership/Affiliation in relevant professional group/s	5

Experience	Points
Served as Subject Matter Experts in the relevant field	
- 10 or more learning events	20
- 5-10 learning events	10
- 3-4 learning events	5
- 1-2 learning events	1
Work Experience	
- 15 years or more	20
- 10-14 years	10
- 5-9 years	5
- 1-4 years	1

1.3. Summary of Scores

The end-users of the learning event shall include the following matrix in the Memorandum recommending the resource person for their respective learning events:

Name	Criteria	Score
e.g. RP A	Education	40
	Expertise	10
	Experience	35
	Total	85
RP B	Education	30
	Expertise	10
	Experience	35

		Total	75
RP C	Education	30	
	Expertise	20	
	Experience	20	
	Total	70	

2. **Honorarium.** Professional fees of the external SMEs/ LSPs shall be based on the prevailing industry rate and as determined and approved by the DENR to be processed three (3) days after the conduct of L&D activity. Computation of honoraria shall be in accordance with DBM Circular No. 2007-1 dated April 23, 2017.¹⁶

DENR personnel are not entitled to honoraria when they act as lecturers and/or resource persons in DENR training intervention programs, pursuant to said DBM Circular.

3. **Pool of SMEs/ LSPs.** A pool of SMEs/LSPs shall refer to external SMEs, institutions and internal SMEs who are recognized based on the trainings implemented by the DENR. A gender balance among the members of the pool shall be maintained. A pool of internal and external SMEs/LSPs for L&D activities in the central office shall be established and reviewed by HRDS-TDD every year. Regional Offices and Bureaus shall also maintain a database of SMEs/LSPs following the format from the HRDS-TDD, in accordance with the same guidelines.
4. **Evaluation.** The performance of the SMEs/ LSPs shall be evaluated and only LSPs with very satisfactory rating shall be retained in the pool of SMEs/LSPs. The pool of SMEs/LSPs shall be reviewed and updated as often as necessary to ensure optimum contribution in achieving L&D results.

X. RECORDS AND INFORMATION SYSTEM MANAGEMENT

1. **Documentation and Records.** The HRDS (Central) and the HR Section/Unit (Regional, Bureau) shall maintain the following documentation and records, if applicable:
 - 1.1. Training and Development Resource Information System (TDRIS);
 - 1.2. Matrix of L&D Interventions attended per employee;
 - 1.3. L&D Documentation Report to include: Office Order and List of Participants per intervention, Evaluation Report, Liquidation Report, Bids and Awards Records, L&D Designs, Learning Materials and handouts, Facilitator's Guide, Training Activity Plan, Correspondence and flash drive/hard disk drive/cloud storage containing all e-copy of the presentations and pictures taken;
 - 1.4. List of participants per intervention conducted by other offices containing a breakdown of male and female learners and their levels of positions; and,
 - 1.5. Profile of Internal and External Resource Persons or Learning Service Providers (LSPs) and the programs they facilitated.

¹⁶Department of Budget Management (DBM) Circular No. 2007-1 "Grant of Honoraria to Lecturers, Coordinators and Facilitators in Seminars, Training Programs, and Other Similar Activities"

2. **TDRIS.** The Training and Development Resource Information System (TDRIS) is linked to the DENR Personnel Information System (DPIS). Input for the L&D activities of the employees are coming from the said system. Only the identified users of the HRD Service/Section/Unit are authorized to encode the L&D interventions of the employees.

As general rule, the identified users from TDD-HRDS/Regions/Bureaus who issued the Certificate of Completion, shall encode the activity with its corresponding learners to TDRIS and other L&D database for monitoring the compliance of the Department in providing at least one planned human resource development intervention in a year.

For the accreditation of L&D activities of personnel who attended the external training programs, requesting personnel shall submit the documentary requirements seven (7) days after the completion of the event:

- 2.1. Individual Learning Report
- 2.2. Copy of Certificate of Completion issued by the learning service provider
- 2.3. Copy of Signed Special Order

3. **Rewards and recognition in L&D.** The HRD Service/Section/Unit shall create and maintain documentation and records of participants in the learning programs who may be qualified to receive awards and incentives identified by the DENR PRAISE Committee, pursuant to the existing DENR PRAISE rules and regulations.
4. **Creation of HRIS.** The HRDS shall create the Human Resource Information System that shows linkages of the core HR Systems namely: Recruitment, Selection and Placement, Learning and Development, Performance Management, and Rewards and Recognition within two (2) years upon approval of this Order. The HRIS shall provide all HR-related information that supports monitoring and evaluation of L&D programs, employee learning and development data, IDP, L&D analytics, and other relevant information.

XI. GREEN, HEALTHY AND SAFE LEARNING AND DEVELOPMENT INTERVENTIONS

1. **Green Environment.** The HRDS (Central) and HR Section/Unit (Regional, Bureau) shall use appropriate technology and materials that will reduce energy consumption during the conduct of L&D interventions.
2. **Healthy Environment.** During the conduct of L&D interventions, the HRDS and HR Unit shall serve healthy and nutritious meals and impose designated areas in compliance with the anti-smoking policy.
3. **Safe Learning Environment.** There shall be a safe learning and development environment which include the following:
 - 3.1. No toleration of sexual harassment, bullying and intimidation
 - 3.2. Availability of safety regulations at the workplace of L&D venue
 - 3.3. Provision of First Aid and assistance to groups with special needs

XII. RESPONSIBILITIES

1. The implementation of L&D is a shared responsibility of the management, the DSC/HRDC, Heads of Offices, Division Chiefs, HRDS in the Central and HR Unit in the Regions and Bureaus, and individual employee.
2. Sharing of responsibilities in the design, execution, monitoring and evaluation of the L&D process shall consider the following roles:

RESPONSIBILITY CENTER	ROLES AND RESPONSIBILITIES
Executive Committee	<p>The Secretary will give broad direction and support to its Undersecretaries, Assistant Secretaries and Directors, taking account learning and development requirements to support priority programs.</p> <ul style="list-style-type: none"> ▪ Ensure allocation and utilization of 3% budget for HR interventions as provided under the Omnibus Rules Implementing Book V of EO 292. ▪ Actively support the inclusion of L&D issues in Agency decision-making ▪ Ensure "rewards system" are in place for efforts by staff to encourage learning in the workplace ▪ Model by sharing learning ▪ Encourage and support exchange of knowledge across the Agency/Office ▪ Ensure the Agency's L&D needs are identified in strategic/office planning
Human Resource Development Committee (HRDC)	<p>The HRDC composed of Undersecretary, Assistant Secretary, Directors, Representatives from Employees' Association and Gender and Development (GAD) and is chaired by the Undersecretary supervising HRDS shall:</p> <ul style="list-style-type: none"> ▪ Provide guidance and supervision in the formulation of scholarship policies and guidelines ▪ Conduct final screening and evaluation processes of scholarship grants ▪ Approve the L&D Plan ▪ Oversee the provision of award/s and/or incentive/s in the form of scholarship grant and attendance to L&D programs.
Human Resource Development Service	<p>The Service plays an important role in supporting the Executive Committee, Division Chiefs and Individuals, in developing a learning culture throughout the Department. This includes:</p> <ul style="list-style-type: none"> ▪ Manage the physical and financial requirements of L&D interventions ▪ Prepare L&D plans and reports, which include costs, benefits and impact on performance

	<ul style="list-style-type: none"> ▪ Involve Learning Service Providers in the effective delivery of L&D systems and processes ▪ Manage the assistance to scholarship opportunities ▪ Monitor L&D activity to ensure all needs are met ▪ Provide L&D coaching, networking with clients and analyzing learning needs across the Department ▪ Provide effective information and advice on all aspects of L&D ▪ Plan L&D activities where possible to facilitate work patterns and provide appropriate access ▪ Communicate and promote best practice in L&D.
HRD Section/Unit in Regional Offices and Bureaus	The HRD Section/Unit is the counterpart of the HRDS in the Regional Offices and Bureaus. The L&D Plan will be their guide in identifying L&D Programs and schedule training program implementation.
Division Chiefs/ Heads of Office	<p>The Division Chiefs/Heads of Office shall help their staff to develop the skills and knowledge needed to achieve objectives and improve performance. In particular, they shall:</p> <ul style="list-style-type: none"> ▪ Be familiar with the Department's goals and link these in their capacity building activities; explain these clearly to staff; keep both themselves and their staff informed of developments ▪ Involve the staff in the development of L&D plans ▪ Ensure that staff enjoined the agreed L&D events. Upon return to the workplace discuss how effectively the learning event has met identified needs ▪ Consider and implement ways in which staff can share knowledge and learning with colleagues/teams ▪ Help transfer learning to the workplace by coaching and developing staff and providing opportunities to consolidate learning ▪ Give constructive feedback and credit where it is due ▪ Take positive action to help team members who do not perform ▪ Plan, manage and review L&D activities and associated costs ▪ Understand the benefits of L&D activities, evaluate and report on the impact on performance ▪ Help staff understand the impact L&D has on the individual, team and organization's performance ▪ Take responsibility for self-development
Individual	<p>Individuals, in partnership with their Division Chiefs/Heads of Office, should:</p> <ul style="list-style-type: none"> ▪ Understand their own role and contribution to the Department's goals

	<ul style="list-style-type: none"> ▪ Identify the skills and knowledge necessary for effective performance in their job ▪ Take opportunities for acquiring those skills and knowledge and apply them to the workplace ▪ Take responsibility for their own self-development and career progression ▪ Contribute to learning by sharing skills and knowledge with other team members
--	--

XIII. SUPPORT REQUIREMENTS

The DENR shall allocate three percent (3%) of its total budget for the implementation of L&D interventions for all employees. The DENR regards investment for learning and development as equally important as investments in studies, information technology, purchase of equipment and product development.

XIV. PERFORMANCE METRICS

The HRDS shall develop appropriate performance metrics in the area of L&D.

PERFORMANCE MEASURE	DESCRIPTION
Time	No. of L&D hours per employee per year based on the IDP cycle time (in months) of developing new L&D interventions
Quantity	No. of employees attended L&D per year (with sex disaggregation)
Quality	Satisfaction rating of L&D attendees (scores in the evaluation form)
Cost	L&D cost factor (L&D cost/employees trained) L&D cost per hour
Meeting the needs	Difference between the number of people that need training and the number of people that attend the training Net benefit (i.e., total benefits less total costs) Decrease in number of complaints
Diversity	No. of different programs conducted to employees/Demographic profiles of learners in terms of age and sex.

XV. L&D FORMS AND TEMPLATES

Annex A – (CO-TDD.FO.001) Training Design with Training Activity Plan (TAP)

Annex B – (CO-TDD.FO.002) Endorsement Form

Annex C – (CO-TDD.FO.004) Session Evaluation

Annex D – (CO-TDD.FO.005) End-of-Learning Evaluation

Annex E – (CO-TDD.FO.006) Training Report

Annex F – (CO-TDD.FO.007) Individual Learning Report

Annex G – (CO-TDD.FO.009) Competency Development Management Form

Annex H – Individual Development Plan

Annex I – Coaching Plan and Coaching Form

Annex J – Evaluation for External LSP

ANNEX A – (CO-TDD.FO.001) TRAINING DESIGN

QMS DOCUMENT ID: CO-TDD.FO.001

DATE: Dec. 19, 2019

TITLE OF ACTIVITY

I. RATIONALE

II. OBJECTIVES

1. General

2. Specific

1.

2.

3.

III. LEARNERS

IV. MONITORING AND EVALUATION

V. COURSE CONTENT

1.

2.

3.

VI. METHODOLOGY

1.

2.

3.

VII. RESOURCE PERSON

VIII. DATE AND VENUE

IX. BUDGETARY REQUIREMENTS

Prepared By:

Submitted By:

Endorsed By:

Recommending Approval:

Approval:

TRAINING DESIGN PREPARATION GUIDE

I. RATIONALE

This portion is the underlying principle why there is a need to conduct a learning and development intervention. Contents can be taken from:

- Mission, Vision or Mandate of the Department
- A result of a Training Needs Assessment
- A result of an end-of-learning evaluation
- Request from Superiors
- Performance Evaluation System
- Competency-Based System
- Individual Development Plan
- Focus Group Discussion (FGD)
- Observations
- Interviews

II. OBJECTIVES

Objectives refer to the purpose and expected outcome of training activities. Use Bloom's Taxonomy and SMART format in formulating the learning objectives of the program:

- Specific
- Measurable
- Attainable
- Realistic, Relevant
- Time-bounded

Suggested verbs in formulating the objectives:

Knowledge	Skills	Attitudes
Discuss, Explain, Elucidate, Demonstrate, Identify, Enumerate, Illustrate, Present, Expound, Elaborate, Describe, Interpret, Translate, Paraphrase, Clarify, Clear Up, Unfold, Appreciate, Level Off, Evaluate/Assess, Analyze	State, Name, Describe, Relate, Tell, Write, Express, Demonstrate, Discriminate, Classify, Generate (solutions), Apply - a rule, Solve, Derive, Prove, Analyze, Evaluate	Choose, Volunteer, Allow, Recommend, Defend, Endorse, Cooperate, Accept, Decide to agree

III. LEARNERS

Mention in this portion the general description of target participants for the learning event.

IV. MONITORING AND EVALUATION

Training evaluation refers to the process of collecting the outcomes needed to determine if the learning and development intervention is effective.

Take note that learners' Reaction (level 1) and Learning (level 2) should be evaluated at the end of the event.

In order to gauge the learning of the participants, a PRE and POST Test should be administered in all trainings/orientations.

Note also that Levels 3 (Behavior – how well participants apply their learning) and 4 (Result – outcomes, benefits, final results) will be monitored and evaluated _____ months upon return to official station.

V. COURSE CONTENT

Content refers to: subject matter; teaching points, or learning that enable the trainee to perform the tasks, duties, and jobs that are the terminal objectives of the training. The course content should flow logically from the course objectives. All course objectives should have a corresponding content.

Should be presented in logical sequence, and should be subdivided into main topics and sub-topics. It is desirable to write descriptions as guide for the resource persons and facilitators.

Attach a Training Activity Plan (TAP) for guidance of the facilitator and the resource persons.

Day & Time	Learning Objectives	Topic/Activity	Learning Methodology	Person Responsible	Resources Needed

VI. METHODOLOGY

Mention the training methods that the resource persons and/or facilitators will use to deliver the course contents.

Samples of training methodologies:

- Lecture/discussion
- Workshop (group or individual)
- Case Study
- Role Play
- Simulation
- Structured Learning Experience (SLE)
- Focus Group Discussion
- Technology of Participation (TOP)

VII. RESOURCE PERSONS

Mention in this portion the resource persons/learning service providers who will handle the topics stated in Item IV. If there are already identified resource persons, mention their names and the office they represent. If none, state where you intend to invite RPs.

VIII. DATE AND VENUE

Provide the proposed date and venue for the activity.

IX. BUDGETARY REQUIREMENTS

A detailed budgetary requirements should be presented:

- Food
- Accommodation
- Supplies/materials
- Resource person/s' fees
- Travel - Plane fare, Gasoline and lubricants
- Contingency (10%)

X. APPROVAL

Please refer to the Manual of Authorities, DAO No. 2014-03 dated 26 March 2014.

ANNEX B – (CO-TDD.FO.002) ENDORSEMENT FORM

QMS DOCUMENT ID: CO-TDD.FO.002

DATE: Dec. 19, 2019



Republic of the Philippines
Department of Environment and Natural Resources
 Visayas Avenue, Diliman, Quezon City
 Tel Nos. 929-6626 to 29; 929-6633 to 35
 926-7041 to 43; 929-6252; 929-1669
 Website: <http://www.denr.gov.ph> / E-mail: web@denrgov.ph

ENDORSEMENT FORM FOR LEARNING EVENT

Course Title:			
Learning Service Provider:			
Learning Event Objective(s):			
Date Covered:			
Name of Learner(s)	Position/Designation	Target(s) for Development	Signature of Learner(s)
<p>This office certifies that the attendance of the above-mentioned personnel to the learning event stated in this form will not hamper in the delivery of service by this office. Also, all expenses to be incurred from this activity including registration fee is chargeable against this office, subject to the provisions of the National Budget Circular No. 563 dated April 22, 2016 and to the usual accounting and auditing rules and regulations.</p> <div style="text-align: center; margin-top: 20px;"> <p>_____</p> <p>Head of Office</p> <p>_____</p> <p>Designation</p> <p>_____</p> <p>Date</p> </div>			
Office/ Division/ Section/ Unit:	Tel. Nos.:		
Office/ Region/ Bureau/ Attached Agencies:	Office Email Address:		

ANNEX C – (CO-TDD.FO.004) SESSION EVALUATION

QMS DOCUMENT ID: CO-TDD.FO.004

DATE: Dec. 19, 2019

SESSION EVALUATION FORM

Topic: _____

Speaker/s: _____

Date: _____

Instruction: Please indicate your impressions on the items listed below:					
	Poor	Fair	Satisfactor y	Very Satisfactory	Excellent
1. Mastery on the subject matter					
2. Communication of clear objectives					
3. Response to questions and clarifications					
4. Ability to engage participants in learning					
5. Presentation techniques					
6. Relevance and value of the subject to my job					
7. Time allocation					

Would you recommend another subject matter expert/s who can handle the same topic? If YES, please write the name of your recommendation.

In general, what did you like about the session? Why?

What specific area/s related to the topic in this session would you be interested to learn more and why?

Other Comments/Recommendations:

ANNEX D – (CO-TDD.FO.005) END-OF-LEARNING EVALUATION

QMS DOCUMENT ID: CO-TDD.FO.005

DATE: Dec. 19, 2019

END-OF-LEARNING EVALUATION

To the Learner:

We would like to seek your opinion about the activity. The data that you will provide shall serve as basis in the continuous improvement of this event.

I. Please provide us with your feedback on the following using the scale of 1-5, with 1 as the lowest and 5 as the highest score:

	1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Satisfactory</i>	4 <i>Very Satisfactory</i>	5 <i>Excellent</i>
A. SUBSTANTIVE MATTERS					
1. OBJECTIVE OF THE EVENT:					
Clearly communicated					
Actual attainment					
2. TOPICS:					
Logical sequencing					
Comprehensiveness					
Relevance to my work/job					
3. TIME AND SCHEDULE:					
Session/topic durations					
Overall duration					
4. METHODOLOGIES:					
Appropriateness					
B. ADMINISTRATIVE MATTERS					
1. FOOD:					
Quality					
Quantity					
Timely service					
2. FACILITY:					
Learning Environment					
Safety					
Accessibility					
3. SUPPLIES AND MATERIALS:					
Availability and sufficiency					
Timely distribution					
4. LEARNING STAFF:					
Attentiveness to basic needs					
Organized and well-prepared					

II. What did you gain from the learning event?

III. What part of the learning event do you think was least helpful? Why?

IV. Comment/s or suggestion/s about this learning event.

Thank you for your complete answer.

_____ Name (Optional)

ANNEX E – (CO-TDD.FO.006) TRAINING REPORT

QMS DOCUMENT ID: CO-TDD.FO.006

DATE: Dec. 19, 2019

TITLE OF ACTIVITY

I. IDENTIFYING INFORMATION

Learning Event	
Learners	
Venue	
Duration	
Program Manager	
Resource Person/s	
Training Budget	
Fund Used	

II. EXECUTIVE SUMMARY

III. TRAINING OBJECTIVES

IV. METHODOLOGIES

V. LEARNERS

VI. HIGHLIGHTS

VII. FINDINGS

VIII. CONCLUSIONS

IX. RECOMMENDATIONS

X. ATTACHMENTS

- Special Order
- Training Design
- SME/LSP Profile
- List of Learners
- Attendance Sheets
- Session Outputs
- Photo Documentation
- Tools/instrument used

Prepared By:

Submitted By:

Noted By:

TRAINING REPORT PREPARATION GUIDE

I. IDENTIFYING INFORMATION

This component serves as the title page of the end-of-learning report. Writer should briefly present this in bullets. It should contain the general information of the event.

- A. Learning Event - Refers to the title of the activity
- B. Learners - A general information of the participants who attended the activity. (Ex – RTDs, MSD Chiefs, HRD Section Chiefs,)
- C. Training Venue - Provide the venue where the training was conducted.
- D. Training Period - Refers to the date when the training was conducted.
- E. Program Manager - He/she is the designated overall event coordinator. All decisions should be referred to him/her
- F. Resource Persons - Pertains to the invited subject matter experts/learning service providers who handle the topics/activities (provide the name/s or the institution).
- G. Training Budget Refers to the prepared budget estimates as indicated in the training program design or the budget proposal as indicated in the Work and Financial Plan (WFP)
- H. Funds Used - Pertains to the actual total amount utilized.

II. EXECUTIVE SUMMARY

This portion is the summary of the actual learning. It should be written in 1 to 1.5 pages only, and as if it is a separate report. Points to consider in the preparation of this portion:

- What is the learning event?
- State the reason why the event was convened
- State the objectives
- Who are the learners?
- What were the main topics discussed and give brief description of each topic?
- Who were the resource persons/learning service providers?
- Methodologies used by the learning service providers and learning event staff
- Were there outputs of the learners?
- What are the results of the post activity evaluation?
- What are your conclusions and recommendation?

III. TRAINING OBJECTIVES

Briefly state the general and specific objectives of the event. This could be in paragraph form or bullets. This portion can be taken from the learning event design.

IV. METHODOLOGIES

Mention the learning methodologies used by the learning service provider/subject matter expert and the facilitators to attain the purpose of the program (ex. Participative lecture, workshop, technology of participation, case study, role play, structured learning exercises, demonstration, field visit, video, etc.). Tools, such as reflection journal can also be mentioned.

V. LEARNERS

Provide a demographic profile of the learners:

- Male-Female ratio
- Position/designation
- Age range
- Offices represented

These could be presented in tables or graphs in order to break the monotony in the report. Use the accomplished learner's profile form for this portion. The list of participants should also be attached for monitoring purposes.

VI. HIGHLIGHTS OF THE ACTIVITY

This is the heart of the report which should be presented per day or on a per module basis. Writer should focus more on significant learning of the participants. If there are outputs, samples should be attached.

VII. FINDINGS

This portion should contain the participants' feedback (Level 1) and learning (Level 2) using the end-of-learning evaluation and post-test. Observations of the learning event staff and resource persons should also be included.

VIII. CONCLUSION

Provide analysis of your findings (lessons/general observations/reactions in and about the learning event):

- Learners
- Offices where the learners come from
- DENR
- Society at large

Other points to consider for this component:

- Was the learning event in-time?
- Should the methodologies used were different, would they result to different and better outputs?
- What are the contributions of this learning course to the DENR's programs and policies?

IX. RECOMMENDATIONS

Recommendations should be based on the conclusion.

Guides questions to consider:

- What should HRDS do afterwards? Is the training program worth expanding?
- What adjustments need to be considered (topics, methodologies, LSP/SME, schedule, tools/materials, etc.)?
- What should DENR consider doing or supporting after the learning event?

X. ATTACHMENTS

- Special Order
- Training design
- SME/LSP Profile
- List/directory of learners
- Attendance sheets
- Session outputs
- Photo documentation
- Tool/instruments used

Format:

- **Paper Size** - Use A4 size (8.27" x 11.69") - For large tables, use 8.5" x 13"
- **Line Spacing** - Line spacing, all text should be 1.15 - Long quotations, heading, and captions should be single-spaced
- **Font Size, Style and Color** - 12 points for font size; Times New Roman for font type; Use black only for the font color
- **Margins** - Left margin (1.5") Right margin (1") Top margin (1") Bottom margin (1")
- **Bold and Italics** - Avoid underlining, bolding, or italicizing text purely for emphasis only. However, the use of bold or italics with a scientific reason is acceptable.
- **Page Numbers** - Should be placed in the upper right corner, 1 inch below the top edge of the paper; The last digit of the page number should be even with the right margin; Must be in the same font type and size as the text; No page numbers for the title page and cover page; The word "page" never accompanies the number.

ANNEX F – (CO-TDD.FO.007) INDIVIDUAL LEARNING REPORT

QMS DOCUMENT ID: CO-TDD.FO.007

DATE: Dec. 19, 2019

INDIVIDUAL LEARNING REPORT

Part 1 (To be prepared by participant)

Name of Participant:	
Office/Service:	
Training Title:	
Learning Providers:	
Inclusive Dates:	
Venue:	

I. EVALUATION OF THE COURSE:	
• Technical Content:	
• Impressions/Comments:	
II. RELEVANCE OF THE LEARNING EVENT TO PARTICIPANT'S WORK/FUNCTION	
III. RECOMMENDATIONS	
IV. POST LEARNING ACTION PLAN/PROPOSAL	
Proposed Plan/Activity/Output	Time Frame

Part 2 (To be accomplished by Supervisor)

How will you support the post Learning Action Plan/ Proposal?

Have you discussed any concerns / resources needed by your subordinate so that he/she can effectively transfer/apply the skills and knowledge gained from the training?

Would you be willing to send him/her again to other training/seminars/conference?

Yes ____ No ____ Others ____

If yes, please specify courses

Submitted by:

Noted/ Confirmed by:

Date

TDD Chief

ANNEX G – (CO-TDD.FO.009) COMPETENCY DEVELOPMENT MANAGEMENT FORM

QMS DOCUMENT ID: CO-TDD.FO.009

DATE: Dec. 19, 2019



Department of Environment and Natural Resources
Human Resource Development Service
COMPETENCY DEVELOPMENT MANAGEMENT FORM

PART I. LEARNER'S PROFILE

NAME OF LEARNER:			
	SURNAME	FIRST NAME	MIDDLE INITIAL
POSITION/ DESIGNATION:	SALARY GRADE:	DIVISION/ OFFICE:	
BIRTHDATE:	SEX:	CIVIL STATUS:	RELIGION:
CONTACT NO.:		E-MAIL:	

ACTUAL DUTIES AND RESPONSIBILITIES:

PART II. INTERVENTION *(To be accomplished by the Division Chief or Office Head BEFORE the attendance of the learner)*

TITLE OF INTERVENTION:		
TARGET COMPETENCY/ES:		
LEARNING OBJECTIVES:		
DATE:	VENUE:	NO. OF HOURS:
CONFORME: Employee's Signature		ENDORSED BY: Division Chief/Office Head's Signature Over Printed Name

PART III. POST-LEARNING FEEDBACK *(To be accomplished by the learner right AFTER the attended intervention)*

SIGNIFICANT NEW LEARNING: _____

POST-LEARNING ACTION PLAN/PROPOSAL: *(Implementable within 6 months after the attendance to learning event)*

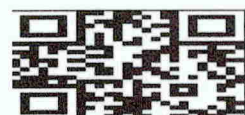
ACTIVITY	TARGET DATE OF COMPLETION	RESOURCES NEEDED

PREPARED BY: _____ Employee's Signature	CONFORME: _____ Division Chief/Office Head's Signature
--	---

PART IV. ONLINE EVALUATION

To the Division Chief/Office Head,

Kindly accomplish the evaluation form by proceeding to the link or scanning the QR code on or before _____.



<https://qrs.ly/8kcage9>

Please submit TWO copies of this form: 1 signed copy and 1 Word format, to the hrds-td@denr.gov.ph

ANNEX H – INDIVIDUAL DEVELOPMENT PLAN

INDIVIDUAL DEVELOPMENT PLAN

A. EMPLOYEE'S PROFILE

Name (Last, First, MI)	Sex M/F	Age	Position and Salary Grade [Year(s) in the position]	Division/Office	Supervisor's Name	Period (3 years)

B. DEVELOPMENT PLAN

(Based on the competency assessment conducted and/or the results of the review of performance, please identify the top gaps or weaknesses among the competencies assessed that the employee needs to focus for development, improvement or enhancement. It would be best to prioritize FIVE (5) developmental areas over a three-year period.)

Development Targets	Developmental Activity	Success Indicators	Planned Completion Date	Means of Verifications	Completed Date	Remarks

I acknowledge and understand my individual development plan as discussed with my supervisor. I affirm that the development targets and the corresponding details indicated in my IDP will contribute in the delivery of service excellence in the Department. I, therefore, commit to accomplish the targets in the given period.

Employee Signature:	Supervisor Signature	Date

ANNEX I – COACHING PLAN AND COACHING FORM
DEPARTMENT OF ENVIRONMENT AND NATURAL RESOURCES
COACHING FORM FOR FISCAL YEAR ()

A. PROFILE

NAME (Last, First, MI)	SEX M/F	POSITION AND SALARY GRADE	DIVISION/OFFICE	SUPERVISOR'S NAME

B. COACHING TARGETS

DEVELOPMENT TARGETS	AGREEMENT (action, resources, target date)	SUCCESS INDICATORS	MONITORING DATE	Remarks

C. SIGNATURES

I, (employee's name), understand that all comments and ideas offered by my supervisor/division chief are solely for the purpose of assisting me in achieving the defined goal(s). I have the ability to give my informed consent, and hereby give such consent to my coach to assist me in achieving such goals.

Employee Signature:	Date	Supervisor Signature	Date
---------------------	------	----------------------	------

ANNEX H – EVALUATION FOR EXTERNAL LSP

**External Learning Service Providers (LSPs)
EVALUATION FORM**

Dear DENR Respondents,

The Training and Development Division - Human Resource Development Service recognizes learning and development (L&D) as one of integral human resource processes to improve the performance of individuals and groups in an organizational setting. The investment for the DENR workforce through L&D interventions helps them prepare for critical positions to guarantee continuity and consistency of the Department’s excellent performance, and eventually, achieve competent and committed employees.

To ensure that the L&D interventions, whether offered internally or externally, are strategically developed and aligned to the Department’s objectives, we believe that your feedback matters to obtain insights on the **performance of external Learning Service Providers (LSPs)** after attendance to the training.

In this regard, we are asking for your time and effort to answer all the questions in this evaluation form. Rest assured that all data gathered will be kept in the highest level of confidentiality as required under the *Data Privacy Act of 2012* (Republic Act No. 10173).

Thank you for your cooperation.

**Training and Development Division
Human Resource Development Service**

I. EMPLOYEE’S PROFILE

Please fill out the form as honestly and accurately as possible. None of this information will be used against the individuals.

NAME OF RESPONDENT:		
AGE:	SEX:	SALARY GRADE:
PRESENT POSITION/DESIGNATION:		OFFICE:
NO. OF YEARS IN GOVERNMENT SERVICE (DENR):		
TITLE OF TRAINING ATTENDED:		
VENUE:	DURATION:	REGISTRATION FEE:
NAME OF ORGANIZER/ LSP:		

II. ASSESSMENT ON THE LSP's PERFORMANCE

Please select your answer for every question stated below.

1. RESOURCE PERSON (RP)/ SUBJECT MATTER EXPERT (SME) EXPERTISE

Indicator	Agree	Disagree
a. Were the learning goals and objectives clearly discussed before the activity started?		
b. Was the language used by the RP/ SME easy to comprehend?		
c. Did the RP/ SME respond to your queries in a timely manner?		
d. Did the RP/ SME use different strategies to engage participants in the discussion?		
e. Overall, did the RP/ SME show mastery on the subject?		

2. LEARNING/ACTIVITY CONTENT

Indicator	Agree	Disagree
a. Were the learning sequence and flow smooth and easy to follow?		
b. Was the learning content logical and in-depth enough?		
c. Were the learning methodologies and approaches helpful and interactive?		
d. Did the learning activities bring the expected outcome of the course/activity?		
e. Was the quality of the content consistent throughout the course/activity?		

3. LEARNING DELIVERY

Indicator	Agree	Disagree
a. Was the learning platform stable and easy to get familiar with?		
b. Were participation and interaction encouraged?		
c. Did the course/activity provide enough time to complete the exercises, assignments, and other requirements?		
d. Did you find the course/activity pace steady?		
e. Overall, did you find the execution of the course/activity effective and time-efficient?		

4. LEARNING OUTCOME

Indicator	Agree	Disagree
a. Did you achieve the overall learning goals?		
b. Were your learning expectations fulfilled?		

c. Do you feel that your competencies have improved by taking the course/activity?		
d. Do you like how the LSPs handle the course/activity?		
e. Do you feel confident about taking another course/activity from the same LSPs?		

III. OTHERS

1. Can you describe how successful the course outcome was vis-a-vis your expectations?

2. Do you have any suggestions that would make the course better?

3. Would you recommend this course and LSP to a colleague? If no, why?

4. On the scale of 1-5 with 1 as the lowest and 5 as the highest, how would you rate the course and the LSP?

-----THANK YOU!-----

