

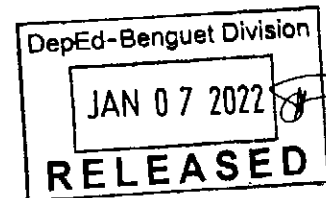


Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Benguet

January 5, 2022

DIVISION MEMORANDUM

No. 03, 52022



To: Chief Education Supervisors
ALL Performance Management Team Members
ALL Others Concerned

SUBJECT: PRESENTATION OF THE 2021 OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF), 2022 COMMITMENTS, AND PERFORMANCE MANAGEMENT AWARDING SCHEDULE

1. Pursuant to DepEd Order No. 2 series of 2015, RE: **GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS)** in the Department of Education, this office through the Office of the Assistant Schools Division Superintendent announces the conduct of face-to-face presentation of the 2021 Office Performance Review and Commitment Form (OPCRF) and 2022 Commitments of the Functional Divisions of the Schools Division Office on January 12-14, 2021 at the SDO Adivay Hall, Wangal, La Trinidad, Benguet.
2. The participants to this activity are as follows:

Name		Quantity
Gloria B. Buya-ao		1
Carmel F. Meris	Chairperson	1
Lucio B. Alawas	Member	1
Rizalyn A. Guznian	Member	1
Jeanette I. Kiong	Member	1
Florinda C. Pagoy	Member	1
Glenn N. Duguis	Member	1
Merlyn Conchita O. de Guzman	Member	1
Susan CJ Dawang	Member	1
Daniel D. Peredo	Member	1
Johnson B. Legaspi	Member	1
Marilyn Tolbe	Member	1
David Cabuten	Observer	1
Maricel S. Codimdim	Secretariat	1
Shieta Marie Ocampo	Secretariat	1
Elvernice S. Fanged	Secretariat	1
Genevieve A. Yog-a	Secretariat	1
Total		17



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3. Schedule of Activities are as follows:

Date	Activities	In-charge
January 12, 2022 (AM)	Division/Unit Meetings on Presentation of respective 2021 OPCRf	Per All Divisions/Units
January 12, 2022 (PM)	Division/Unit Meetings on Presentation of respective 2022 Commitments	CES per Division/Unit
January 13, 2022 (AM)	Presentation of the 2021 OPCRf per Division for PMT Validation	ASDS, CES
January 13, 2022 (PM)	Presentation of the 2022 Commitments per Division with PMT	ASDS, CES
January 14, 2022	Review/Enhancement of 2022 OPCR for the School Heads	All PMT Members
January 14, 2022	Final Submission of all final OPCR's with Rating of SDO Employees with attachments: IPDP/IPPD, Competencies (Enclosure 1)	PMT Members
January 17-20, 2022	Validation and Signing of all PMT members	PMT Members
January 21-27, 2022	Preparation of Certificates	Secretariat
January 31, 2022	Performance Commitment Awarding Ceremony	SDS, ASDS

4. Presentation must be done in clear slide decks using the template below.

a. Slide 1. Summary Weight and Rating per KRA

KRA 1: _____ Title _____ %

Output: _____

KRA 2: _____ Title _____ %

Output: _____

KRA 1: _____ Title _____ %

Output: _____

b. Slide 2. 30 minutes Presentation Proper with MOVs (Scanned sample MOVs embedded in the presentation as picture shall be verified by PMT in the packed MOVs submitted) and another 15 minutes for clarification.



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KRA 1.					
Objectives	Based from Compendium of Office Functions				
KPI	Aligned with objectives				
Target Date				Weight	%
Output/Accomplishment	How many was achieved/delivered/crafted/attained?				
Actual Result				Rating	Score
Q	E	T	Average		
MOVs Presented:					

- The Division Performance Management Team (PMT) shall summarize the 2021 Division Accomplishment Report, finalize the 2022 Commitments and Enhancements of 2022 OPCRF for School Heads and Schools Division Office Performance Commitment Award.
- Immediate dissemination of and strict compliance with this Order is directed.


 GLORIA B. BUYA-AO
 Schools Division Superintendent

//sgod/hrds/pmt/esf



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Enclosure 1: Sample Competencies Part II IPCRF

PART II: COMPETENCIES		
<p>CORE BEHAVIORAL COMPETENCIES</p> <p>Self-Management Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets personal goals and direction, needs and development. <input type="checkbox"/> Undertakes personal actions and behaviors that are clear and purposeful and takes into account personal goals and values congruent to that of the organization. <input type="checkbox"/> Displays emotional maturity and enthusiasm for and is challenged by higher goals. <input type="checkbox"/> Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals. <input type="checkbox"/> Sets high quality, challenging, realistic goals for self and others. <p>Professionalism and Ethics Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713). <input type="checkbox"/> Practices ethical and professional behavior and conduct taking into account the impact of higher actions and decisions. <input type="checkbox"/> Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication. <input type="checkbox"/> Makes personal sacrifices to meet the organization's needs. <input type="checkbox"/> Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness. <p>Result Focus Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieves results with optimal use of time and resources from the line. <input type="checkbox"/> Avoids rework, mistakes and wastage through effective work methods by planning organizational needs before personal needs. <input type="checkbox"/> Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and compliance with an supervision required. <input type="checkbox"/> Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on one or more precise ways of meeting goals set. <input type="checkbox"/> Makes specific changes in the system or in one's work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently or improving quality, customer satisfaction, morale, without making any specific goal. 	<p>Teamwork Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Willingly does higher share of responsibility. <input type="checkbox"/> Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization. <input type="checkbox"/> Applies negotiation principles in entering or win-win agreements. <input type="checkbox"/> Drives consensus and team consistency of decisions. <input type="checkbox"/> Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives. <p>Service Orientation Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can explain and articulate organizational decisions, issues and problems. <input type="checkbox"/> Takes personal responsibility for dealing with and/or resolving customer service issues and concerns. <input type="checkbox"/> Initiates activities that promote advocacy for men and women empowerment. <input type="checkbox"/> Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions. <input type="checkbox"/> Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery. <p>Innovation Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (both inside and/or operational efficiency). <input type="checkbox"/> Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results. <input type="checkbox"/> Promotes a creative climate and inspires one — workers to develop original ideas or solutions. <input type="checkbox"/> Translates creative thinking into tangible changes and solutions that improve the work and the organization. <input type="checkbox"/> Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources. 	<p>Leadership Competencies</p> <p>Leading People Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to morale and/or emotions, uses data and examples, visual aids. <input type="checkbox"/> Persuades, convinces or influences others, in order to have a specific impact or effect. <input type="checkbox"/> "Sets a good example", is a credible and respected leader, and demonstrates desired behavior. <input type="checkbox"/> Forecasts personal, professional and work unit needs and interests in an issue. <input type="checkbox"/> Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment. <p>People Performance Management Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes specific changes in the performance management system or in one work methods to improve performance (e.g. stress monitoring better, faster, at lower cost, more efficiently, improves quality, customer satisfaction, morale, motivation). <input type="checkbox"/> Sets performance standards and measures progress of employees based on office and department targets. <input type="checkbox"/> Provides feedback and technical assistance such as coaching for performance improvement and action planning. <input type="checkbox"/> States performance expectations clearly and checks understanding and commitment. <input type="checkbox"/> Performs all the stages of result-based performance management system supported by evidence and required documents/files. <p>People Development Score: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improves the skills and effectiveness of individuals through employing a range of development strategies. <input type="checkbox"/> Facilitates workforce effectiveness through coaching and mentoring/developing people with a work environment that promotes mutual trust and respect. <input type="checkbox"/> Conceptualizes and implements learning interventions to meet identified learning needs. <input type="checkbox"/> Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development. <input type="checkbox"/> Cultivates a learning environment by structuring innovative experiences such as looking for future opportunities, that are in support of achieving individual career goals. <p>OVERALL COMPETENCY RATINGS</p> <p>CORE BEHAVIORAL COMPETENCIES <input style="width: 50px;" type="text"/></p> <p>LEADERSHIP COMPETENCIES <input style="width: 50px;" type="text"/></p> <p>OVERALL RATING <input style="width: 50px;" type="text"/></p>



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Enclosure 2. Sample Part III IPCRF

PART III: SUMMARY OF RATING FOR DISCUSSION

Final Performance Results	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

Rater - Ratee Agreement

The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.

Name of Employee: GLORIA B. BUYA-AO	Name of Superior: ESTELA L. CARIÑO EdD, CESO III
_____ Signature	_____ Signature
Date: _____	Date: _____

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resource Needed
Leading People	Performing all stages of result-based performance management system	Ensure that all phases of the RPMS cycle are conducted within the time frame	January to December 2022	Human resources

GLORIA B. BUYA-AO
Ratee

ESTELA L. CARIÑO EdD, CESO III
Rater/ Approving Authority



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