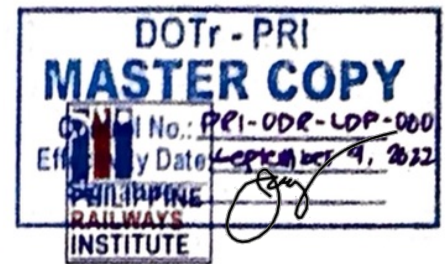




Republic of the Philippines  
Department of Transportation  
**PHILIPPINE RAILWAYS INSTITUTE**



**PRI Office Order No. 19, series of 2022**

**Guidelines for the Learning and Development Plan of the Philippine Railways  
Institute, its Implementation, Monitoring, and Evaluation to  
Assess the Personnel's Capacity Advancement**

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**WHEREAS**, Executive Order (EO) No. 96, series of 2019, otherwise known as "Establishing the Philippine Railways Institute under the Department of Transportation as the Planning, Implementing, and Regulatory Agency for Human Resources Development in the Railways Sector", created the Institute as a research and training center under the Department of Transportation (DOTr);

**WHEREAS**, Section 1 of the said EO mandated the PRI to serve as the planning, implementing, regulating, and administrative entity for the development of human resources in the railway sector to ensure efficient, reliable, and safe railway transportation services;

**WHEREAS**, Article VI, Section 40 of the EO's Implementing Rules and Regulations or DOTr Department Order (DO) No. 2020-005 states that the PRI's Administrative and Finance Section (AFS) shall develop plans and policies on human resources management, assets and properties, procurement, and storage and distribution of supplies while adhering to the rules and regulations of relevant government agencies such as the Civil Service Commission (CSC);

**WHEREAS**, Memorandum Circular (MC) No. 3, s. 2012, pursuant to CSC Resolution No. 1200241 dated 1 February 2012, adopts the guidelines on the implementation of the Program to Institutionalize Meritocracy and Excellence in the Human Resource Management (PRIME-HRM) that requires all government agencies to shift from transactional HRM to strategic HRM, and its enhanced indicators under the CSC MC 24, s. 2016, also known as the PRIME-HRM Enhanced Maturity Level Indicators;

**WHEREAS**, PRIME-HRM is a mechanism to continuously capacitate agencies in the performance of their human resource management functions, recognize best practices in the various areas of human resource management, and serve as a venue for exchange and development of expertise in human resource management in the Philippine public service;

**WHEREAS**, PRIME-HRM covers all government offices, including the PRI, and in all government levels, not only the Human Resource Management Officers (HRMOs), but also the heads of agencies, supervisors, and rank-and-file employees; <sup>PNB</sup>

**WHEREAS**, PRIME-HRM serves as a developmental intervention that will steer the transformation of the PRI towards the fulfillment of its mandate, vision, and mission;

**WHEREAS**, Department of Transportation (DOTr) Office Order No. 2021-08 established its own competency framework to institutionalize the Department's transition towards an integrated competency-based HRM system;

**WHEREAS**, in compliance with compliance with Clause 7.2 of the ISO:9001-2015 Standard, the PRI shall ensure that its personnel are competent on the basis of appropriate education, training, attitudes, skills, or experience, and where applicable, take actions to acquire the necessary competence, and evaluate the effectiveness of the actions taken;

**WHEREAS**, the Institute must ensure that its mechanisms are responsive to the needs of its personnel and effective in fulfilling the identified gaps and/or discrepancy in performing specific jobs, thus, the need to implement the identified learning and development plan;

**NOW, THEREFORE, I, ANNELI R. LONTOC**, Officer-in-Charge - Executive Director (OIC-ED) of the Philippine Railways Institute (PRI), by virtue of the powers vested in me, hereby order that the following rules and procedures be promulgated and adopted:

## **ARTICLE I**

### **Objectives**

The objectives of this Order is to institutionalize the PRI's shift towards an Integrated Competency-Based Human Resource Management (CBHRM) System to:

- a. adopt the DOTr's Competency Framework in synthesizing the four (4) pillars of HRM, namely: (i) Recruitment, Selection, and Placement, (ii) Learning and Development, (iii) Performance Management, and (iv) Rewards and Recognition;
- b. standardize the individual goals to organizational goals to build an organizational culture based on empowering personnel, ensuring consistency, enhancing resilience, and delivering results;
- c. provide an integrative and strategic human resource framework to maximize limited resources; and
- d. promote a more performance-driven culture to achieve the PRI's targets in the most efficient manner.

## **Article II**

### **Coverage**

This Order shall apply to all requirements that will be used by the PRI, with the approval of the ED, in the development and implementation of its Learning and Development (L&D) Plan for all PRI personnel.

### **ARTICLE III**

#### **Definition of Terms**

Whenever used in this Order, the following terms shall have the respective meanings hereafter set forth:

- a. Administrative and Finance Section – also called the AFS, is responsible for the development of plans and policies on human resources management within the PRI, and the management with the necessary financial information in order to support the operations of the divisions;
- b. Building Blocks Approach – is a framework for the beliefs and notions about adult learners, perceptions concerning qualities of effective interventions, phases and sequences of the learning processes, teaching tips and learning techniques, and implementing the prepared plan;
- c. Competency – a cluster of related knowledge, skills and attitudes (KSA) that affects a major part of one's job (a role or a responsibility), that correlated with performance on the job, that (1) can be measured against well-accepted standards, and that (2) can be improved via training and development;
- d. Competency Framework - refers to an organizing structure that enumerates the competencies needed for effective performance in a specific job role, wherein the competencies shall enable PRI personnel to understand, discuss, and apply the necessary KSAs and personal characteristics to ensure job success. The framework shall also be used to:
  - 1. determine the competencies that are essential for effective performance in a job role;
  - 2. determine the training needs of employees and content of training programs/processes;
  - 3. provide a basis for selection, placement, promotion and other related personnel movements in the organization; and
  - 4. provide a database for making career-/succession-planning decisions.
- e. Core Competencies - refers to a behaviors to be displayed by all personnel;
- f. Focused Group Discussion – is a method of data collection wherein a small meeting is convened for a specific purpose under the direction of a facilitator, during which the participants can spontaneously talk about a certain topic, thus, obtaining from them an in-depth information and perception;
- g. Functional Competencies - refers to a knowledge, skills and abilities that are required to carry out a role of specific job effectively;
- h. Institute – also called the PRI, is the Philippine Railways Institute established under EO No. 96, s. 2019;

- i. Interview – is a method of data collection wherein guided questions are being thrown to the interviewee;
- j. Learning and Development – also called the L&D, is broadly defined as a set of interventions for the personal, career, and professional development of PRI officials and personnel that intend to improve individual and organizational performance;
- k. Leadership and Management Competencies – refers to a combined set of knowledge, skills, and abilities that constitute effective leadership and management within the Institute;
- l. Learning Needs – the gap between the required performance or capability of the personnel and their actual performance or capability;
- m. Learning Needs Assessment – also called the LNA, is the method of determining if a learning need exists and, if it does, what L&D intervention is required to fulfill the gap;
- n. Observation – is a method of data collection where the personnel’s work performance and working environment, including the available resources, materials, and communication tools, are observed;
- o. Subject Matter Experts – also called the SMEs, are individuals who are an authority on a particular topic or area based on their professional or work experience;
- p. Survey – is a method of data collection wherein the respondent is asked with guided questions or a series of guided questions, which can either be oral or written;
- q. Training Development – refers to the design and development of instructional systems and programs; and
- r. Workshop – a method of data collection where there exists an exchange of information among the participants during their interaction.

#### **ARTICLE IV**

##### **Development of the Competency Dictionary**

The following process must be complied with in the development of the L&D Plan for the PRI:

##### **A. Seminar on Competency-based Framework**

To capacitate the PRI in the development of its own competency framework, it shall undertake learning sessions on competency-based HR in partnership with appropriate training providers such as, but not limited to, the CSC’s Civil Service Institute (CSC-CSI). The latter shall provide SMEs to assist the PRI and ensure that transfer of knowledge/learning is effective.

**B. Responsible Committee**

The PRI Competency-Based Human Resource Management (CBHRM) Committee is hereby established, which shall be responsible for all matters concerning the development of the competency framework. The said Committee shall be composed of the following:

- Chairperson : Administrative Officer (AO) V
- Secretariat : Administrative Officer II (HRMO I)
- Members : All Division Chiefs (DCs)  
All Section Supervisors  
Human Resource (HR) Team members from each division

In case any of the above-mentioned position/s are vacant, the ED may assign alternate/s for the time being. Provided, further, that all personnel belonging to the Committee have undergone the appropriate training.

The PRI CBHRM Committee shall handle the review/revision, implementation, monitoring, and evaluation of the competency framework. The framework review shall include, but is not limited to, the following:

- 1. identification, definition, and level setting of new competency/ies;
- 2. amendments to the definitions of existing competencies and the descriptions of their level/s;
- 3. creation or amendment of job description/s; and
- 4. removal of obsolete job description/s.

Moreover, the committee shall ensure that the identified competencies specific to the positions in the PRI are implemented and that personnel are able to understand and apply the competency framework in the context of their personal career development.

**C. Competency Dictionary**

As an initial step in the development of the Competency Dictionary (CD), the PRI CBHRM Committee shall use and adapt the existing Leadership and Core competencies in the DOTr’s competency framework. For other competencies, it shall further study and deliberate based on the existing positions’ functions.

After deliberation and receipt of the Technical Report that highlights the proceedings from the CSC-CSI, the CD shall be finalized and recommended by the Committee to the ED for the latter’s approval.

Once the competency dictionary for all PRI positions is finalized, approved, and implemented, the CBHRM Committee may proceed in job profiling to determine the specific competency/ies required for each position established to support the PRI’s operations.

## ARTICLE V

### Job Profiling

Based on the established CD, job profiling shall be done. It is a structured process that establishes the requirement between the essential demand of a job, position, or role and the KSAs and behavioral characteristics necessary for efficient completion of work. Through job profiling and the approved CD, the PRI must be able to identify the needed competencies of the PRI positions.

To proceed with the job profiling, the concerned DC and Section Head shall identify the required competencies of the positions under their supervision, and assess the current competencies of their existing personnel based on the following documents:

1. Appointment Paper [CSC Form 33-A (Revised 2018)];
2. Personal Data Sheet [CSC Form 212 (Revised 2017)];
3. Work Experience Sheet [Attachment to CSC Form 212 (Revised 2017)];
4. Copy of Transcript of Records;
5. Service Record and/or Certificate of Employment;
6. Copy of Training Certificate/s; and
7. Position Description Form [DBM-CSC Form 01 (Revised 2017)].

The AFS shall monitor the profiling of the Institute's personnel with the use of the PRI Competency Profiling Matrix (CP Matrix), attached as **Annex A**. The said sheet shall be in digital form that shall be available for access by the HRMO I and AO V only. Updating of the CP Matrix shall be done per semester during the bi-annual Strategic Planning Workshop or at any time as deemed necessary by the HRMO I. The matrix shall contain the following information:

1. plantilla position/s and its respective Salary Grade (SG) and division to which it belongs;
2. full name of the incumbent personnel for the position;
3. acquired qualifications of the person in each position;
4. relevant work experiences as stated in the Work Experience Sheet;
5. awards and/or recognition and expertise;
6. required qualification standards of each position;
7. job summary as indicated in the Position Description Form; and
8. remarks (intended for separation details of the incumbent and date of assumption for new entrants).

The AO V shall ensure that all information in the CP Matrix is accurate and maintained. The profiling shall also serve as a bridge for the assessment and evaluation of each personnel's competency.

Tampering/alteration of data in the said Matrix for malicious/self-serving intent shall be subject to disciplinary action in accordance to Section 46, Chapter 7, Subtitle (A), Title I, Book V of Executive Order No. 292, otherwise known as the 'Administrative Code of 1987'.



## **ARTICLE VI**

### **Conduct of Learning Needs Assessment (LNA)**

The PRI CBHRM Committee shall identify the learning gap/s in terms of the personnel's individual knowledge, skills, and attitudes to establish what is the status quo and what is needed, both at the present and in the future. The LNA shall be conducted annually and be adopted as a basis for the development and provision of not only formal training but also other L&D interventions. The LNA shall be conducted as follows:

#### **A. Identification of Gaps and Issues**

Identifying the problem or need can be done by determining the railway sector's current policies, goals and/or strategic plans, roles and responsibilities, relevant statutory requirements to develop and enhance the efficiency, capacity, performance, job satisfaction, motivation, work environment, and current data on operations and maintenance, which can be done through interviews, consultation meetings, or document reviews. Along with this, the following documents shall be reviewed annually and shall be done within the last month of each year:

1. Office Performance Commitment and Review (OPCR);
2. Individual Performance Commitment and Review (IPCR);
3. Individual Development Plan (IDP), attached as **Annex B**, which shall include non-technical competencies (e.g., communication, teamwork, work ethics);
4. Self-Evaluation results, the template is attached as **Annex C**;
5. Peer Evaluation results, the template is attached as **Annex D**;
6. evaluations from the implementation of previous capacity building plan/s;
7. evaluation from the different courses for instructors; and
8. other available and relevant evaluation/s from the stakeholders such as the Training Evaluation Forms.

Thereafter, a Gap Analysis Matrix, attached as **Annex E**, must be developed by assessing whether the personnel's knowledge, skills, and attitudes are sufficient to fulfill these policies, goals or strategic plans, and roles and responsibilities. Once a gap is determined, the LNA's objectives can now be set. The gap analysis shall be in digital form that shall be available for updating by the HRMO I only. Updates to the sheet shall be done as necessary, and checked by the AO V for accuracy. The sheet shall contain the following information:

1. employee's full name;
2. employee's plantilla number;
3. employee's original division (as indicated in the appointment paper);
4. employee's current division (for detailed personnel);
5. identified competencies (knowledge, skills, and abilities);
6. objective/s;
7. intervention plan/s;
8. intervention start date;

9. projected end date;
10. priority scale;
11. status; and
12. notes/remarks (includes the frequency as to when the intervention will be monitored and evaluated).

The AO V shall ensure that all information in the Gap Analysis Matrix is accurate and maintained accordingly. The same sheet shall also serve as a vital in data analysis, LNA design and Evaluation. Once the said Matrix is confirmed to be accurate by the AO V, the latter shall share the same to the respective Division Chiefs and Section Heads for the identification and implementation of appropriate immediate corrective action/s. The concerned Division Chief or Section Head shall monitor the implementation and effectiveness of the said corrective action.

Tampering/alteration of data in the Gap Analysis Matrix for malicious/self-serving intent shall be subject to disciplinary action in accordance to Section 46, Chapter 7, Subtitle (A), Title I, Book V of Executive Order No. 292, otherwise known as the 'Administrative Code of 1987'.

## **B. LNA's Design**

After the gap analysis, the PRI CBHRM Committee shall design the LNA by taking into consideration the following factors:

1. target personnel or levels of plantilla positions;
2. identified problems and/or needs per indicated in the gap analysis matrix;
3. data collection methods (e.g., surveys, interviews, observations, focused group discussions, workshops, and secondary data);
4. interview with the stakeholders;
5. exit interviews from personnel separated with the institute in any form;
6. target interventions;
7. schedule of activities;
8. needed materials and its costs; and
9. personnel in charge of the conduct of the LNA.

The committee may utilize any of the data collection methods as it may deem necessary and shall not be limited to only one (1) method. Thereafter, the LNA design, attached as **Annex F**, shall be submitted to the ED for approval within the fourth week of the first month of the year.

## **C. Collection of Data**

Once the LNA design is developed, the same shall be recommended by the committee to the ED for the latter's approval. If approved by the ED, the committee can now proceed with the conduct of the LNA. The methods of collecting the required data must be those which were identified in the approved LNA design. However, if in the process of data collection, the committee finds it necessary to include or exclude a method, it shall be



allowed provided that the said inclusion/exclusion is reasonable. Collection of data shall be done five (5) working days after the approval of LNA Design.

Data will be stored in electronic format, labeled according to the date when the LNA was conducted. Data storage shall be the responsibility of the AFS Head, and may be delegated to other AFS personnel, subject to the PRI Office Order No. 1, s. 2021 and its amendments, and the Data Privacy Act of 2012.

#### **D. Data Analysis**

The PRI CBHRM Committee shall analyze the data gathered from the surveys, interviews, observations, focused group discussions, workshops, and secondary data, whichever is/are applicable. The results of data analysis shall be presented to ED for feedback and approval three (3) working days after the completion of data collection. The committee shall then draw findings, conclusions, and recommendations on the personnel's area/s of improvement, type of training/interventions needed, and the training/intervention contents.

#### **E. LNA Evaluation**

The Committee shall then submit a written report to the ED three (3) working days after the presentation of data analysis, which shall include, but is not limited to, the following:

1. conduct of the LNA, including the data collection methods used, the number of respondents, resource persons, and materials used in collecting data, among others;
2. data /information collected;
3. learning/training hours per employee;
4. new hire performance (after one year);
5. utilization budget allocation;
6. attendance of each personnel to its respective intervention;
7. conclusions; and
8. recommendations to fill the gap previously identified.

### **ARTICLE VII**

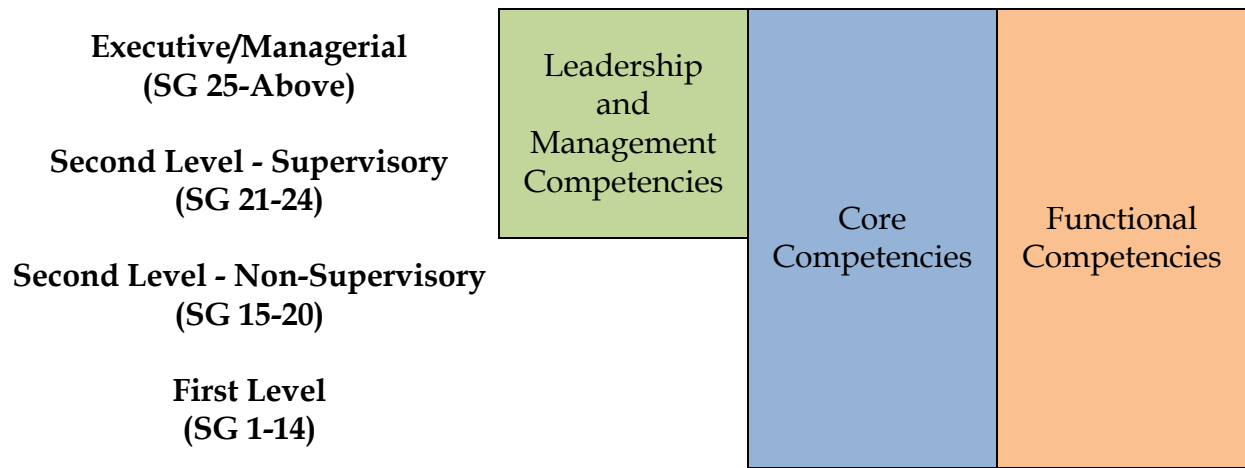
#### **Learning and Development Plan**

Once the competency framework is established and the LNA is conducted, the PRI CBHRM Committee shall craft the annual L&D Plan, attached as **Annex G**. The following shall be considered in planning the interventions:

1. competencies needed in the workplace;
2. competencies must be measurable;
3. application of adult learning principles;
4. effective planning of activities and intervention schedule;
5. allot and honor time for the preparation of the implementation of intervention;

6. use of office-wide annual L&D Calendar for the personnel;
7. effective planning of manpower distribution;
8. continuing professional development of the licensed personnel;
9. results of identified documents stated under the Article III (B) (1);
10. proper identification of intervention based on the current status and need of personnel;
11. creation of pool of mentors/SMEs, both internal and external to the PRI;
12. availability of necessary equipment and gadgets for the personnel to aid the latter in the proper execution of training/learning sessions; and
13. allocation of sufficient budget for the capacity building activities for the personnel.

The establishment of the said Plan determines the position profile of the Institute. This provides the basis for the L&D interventions appropriate to the levels of plantilla positions as follows:



Given the above framework, the Institute shall adopt a building-block approach to the delivery of its L&D programs. Basic courses are set to provide a foundation for future interventions during the personnel’s life cycle in the Institute. This approach addresses not only the current learning needs but also the career development of the employees.

The following matrix provides a menu, which is a combination of training programs and other L&D interventions, to help the personnel navigate through current and future positions over a period of employment with the Institute:

From 0-1 year	More than 1 year to 5 years		From assumption - continuing	
New Entrants	First Level (SG 1-14)	Non-Supervisory (SG 15-20)	Supervisory (SG 21 to 24)	Executive/ Managerial (SG 25 to 28)
Orientation Program	<i>at least two (2) attended L&amp;D intervention during the year</i>	<i>at least two (2) attended L&amp;D intervention during the year</i>	Supervisory Development Program; <i>minimum of 40 hours supervisory/management</i>	Management/ Executive and Leadership Program; <i>minimum of 40 hours supervisory/</i>
Government Statutory Programs (e.g. Gender Sensitivity Seminar)				

<i>at least one (1) attended L&amp;D intervention during the year</i>			<i>training or L&amp;D intervention per year</i>	<i>management training or L&amp;D intervention per year</i>
<b>Continuing Learning/Training for specific field</b>				
Coaching, Mentoring, Shadowing, Partnership Development, etc.				

The L&D Plan shall then be submitted to the ED for review and approval, together with the OPCR and DPCR targets. The Institute-wide annual L&D Calendar shall then be disseminated among the Institute’s personnel two (2) working days after the ED’s approval.

**ARTICLE VIII**  
**Communication Plan**

The AFS’ HR Support Team shall carry out an Institute-wide information dissemination on competencies to fully inform the personnel of the relevance of the competency framework to their professional growth and career development, as indicated in the L&D Plan.

In conducting information dissemination activities, the HR Team shall use all communication channels which may include, but not be limited to, in-person and virtual meetings, bulletin boards, any other channels that may be available such as the PRI’s website and social media platforms. For incoming or newly-hired personnel, regardless of appointment status, PRI’s competency framework must be included in their respective Onboarding Plans.

**ARTICLE IX**  
**Learning and Development Plan Implementation**

To implement the LDP that will continuously develop the competencies of PRI personnel, the PRI has five (5) ways to further capacitate its personnel through appropriate LDIs, *to wit:*

**a. Local In-House Seminar/Training**

The respective divisions, sections, and committees, or any member thereof, may initiate the conduct of seminar/training that will help improve their respective personnel. In this instance, coordination with the AFS must be made to facilitate approval of relevant offices.

**b. Local Out-of-House Seminar/Training**

The PRI personnel may also participate in out-of-house seminar/training that may be classified into two (2): (1) internally outsourced seminar/training, and (2) outsourced seminar/training by the DOTr-Human Resource Development Division (DOTr-HRDD).

Internally outsourced seminar/training

- i. The PRI HR Team shall prepare and disseminate a List of Available LDIs per semester to be offered to its personnel.
- ii. Seminar/training that is not included in the list, but is considered beneficial by the personnel for his/her capacity development, may be suggested by the concerned personnel to the HR Team, which shall, in turn, include it in the list.
- iii. Once the list is finalized, the HR Team shall release the same to all personnel. The team shall also request for the earmarking of the budget, which shall be submitted to the DOTr Undersecretary for Administration and Finance for approval.
- iv. Interested personnel may enroll in any of the listed LDIs by encoding their names in the Google sheet provided. They shall also accomplish a Nomination Form (*see Annex K of Order No. 19, s. 2022*) from the DOTr-HRDD, to be signed/approved by his/her respective immediate supervisor.
- v. The accomplished form shall then be submitted to the designated HR Team member who will, in turn, submit the same to the DOTr-HRDD.
- vi. Once approved, the concerned personnel shall receive a Memorandum to attend the seminar/training.

DOTr-HRDD outsourced seminar/training

DO No. 2021-007 shall govern the conduct of DOTr-HRDD outsourced seminars/training.

**c. International In-House and Out-of House Seminar/Training**

Once an invitation from a Development Partner (DP) is received, the concerned HR Team member shall disseminate the same to all PRI personnel through email or any available platforms. The PRI, in turn, nominates its delegates/participants based on the requirements set by the DP.

**d. Scholarship Program - Local or International**

Pursuant to the DOTr No. 2021-007, the PRI may receive extended invitations from the DOTr-CO on local or international scholarship programs. Any interested personnel may send their nomination to the DOTr-PDC for initial evaluation and processing. The interested personnel may ask for assistance from the assigned HR Team member. Throughout the process, the AFS must be in-loop on all communication of the nominated personnel with the DOTr-HRDD for record purposes.

**e. Immersion Program**

Immersion program with stakeholders and partners (e.g., railway operators) shall be arranged by the concerned division/section. Requirements for the said activity shall be agreed upon by the PRI and the stakeholders/partners concerned. The Division Chief concerned, on the other hand, shall handle the selection of participants.

Upon the approval of the specific type of intervention, a L&D Management Checklist shall be used by the CBHRM Committee. The person/s-in-charge on processing the LDP for the personnel shall be guided by the L&D Management Checklist, attached as **Annex H**. This Checklist is a record containing various information on how the L&D Plan will be implemented. Depending on what type of intervention, the person/s in charge shall process the intervention based on the “concerns” column in the said checklist.

The following is a guide to identify if the “concerns” necessary for each type of intervention:

Activity	Concern	Type of Intervention
1. Communication/ Meeting/ Presentation	A. Coordination and Approval	All
	B. Preparation of Initial Documents Prior Attendance to the Intervention	All
	C. Confirmation	All
	D. Facilitation of BAC Requirements	All
2. Logistics	A. Venue	In-house
	B. Capacity Development Equipment	In-house
	C. Coordination of provision of Transportation and Accomodation	All
	D. Provision of Meals	All
3. Preparation Prior the Conduct of the LDI	A. Budgetary Vouchers	In-House
	B. Training Aids, Supplies, and Materials	In-house
4. Preparation During the Conduct of the LDI	A. Registration	
	B. LDI Proper	All
	C. Documentation	All

	D. Collection and Dissemination	All
	E. Inventory	In-house
5. Post LDI Activity	A. Evaluation	All
	B. Payment Processing	All
	C. Report submission	All
	D. Echo seminar	All

**ARTICLE X**  
**Monitoring and Evaluation**

The following requirements shall be produced and/or submitted to ensure proper implementation of the L&D Plan and to assess its success in addressing the gaps of the personnel:

**A. Monitoring**

1. establishment of Institute-wide annual L&D Calendar for the personnel taking into consideration the personnel’s scheduled tasks;
2. proof of completion to the attended specified intervention/s (e.g., Certificate of Attendance, Participation and/or Completion, screenshot of the online training, photo opportunity taken during the intervention);
3. integration of IDP in the IPCR;
4. for core and functional competencies - submission of Training/Learning Report by the concerned personnel to his/her immediate supervisor and the ED three (3) working days after the attended intervention;
5. for leadership and management competencies - submission of Re-Entry Action Plan by the concerned personnel to his/her immediate supervisor and the ED five (5) working days after the attended intervention; and
6. implementation of the submitted Re-Entry Action Plan by the concerned personnel six months after the attended intervention.

**B. Evaluation**

Conduct Post-Activity Assessment to determine the effectiveness of the learning intervention, such as;

1. effectiveness of L&D Plan through review of learning/training effectiveness assessment forms, attached as **Annex I** (Learner’s Perspective) and **Annex J** (Supervisor’s Perspective), of the personnel three (3) months after the attended intervention; and

2. self-evaluation form and/or IDP.

The PRI CBHRM Committee shall be responsible for all monitoring and evaluation related to the L&D Plan, as well as maintaining the completed and submitted monitoring and evaluation documents by the concerned personnel, as these documents will be used as proof of evidence or means of verifications during the IPCR Accomplishment and will serve as an additional basis for the following year's LNA.

## **ARTICLE XI**

### **Amendments**

Amendment to any provision of this Order shall undergo legal review to ensure its compliance with the EO No. 96, s. 2019 and the IRR or DOTr DO No. 2020-005.

## **ARTICLE XII**


### **Separability Clause**

If, for any reason, any section or provision of this Order is declared unconstitutional or invalid, the other sections or provisions hereof not affected by such declaration shall remain in full force and effect.

## **ARTICLE XIII**

### **Effectivity Clause**

This Order shall take effect immediately upon its issuance.

  
**ANNEL R. LONTOC, CESO I**  
Undersecretary, DOTr and <sup>PMB</sup>  
OIC-ED, PRI





ANNEX A

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PMB



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF TRANSPORTATION  
PHILIPPINE RAILWAYS INSTITUTE



## INDIVIDUAL DEVELOPMENT PLAN (IDP)

CODE

Page 1 of 2

Name of the Employee:

Plantilla Position:

Additional Designation (if applicable):

Office/Division/Section:

### JOB REQUIREMENTS

Criteria	Current Status	Target Status	Proposed Intervention to be Undertaken	Target Date	Results of Target	Remarks/Next Step
Education:						
Training:						
Eligibility:						
Experience:						

### CORE COMPETENCIES

Competencies	Current Competency Level	Target Competency Level	Proposed Intervention to be Undertaken	Target Date	Results of Target	Remarks/Next Step
1						
2						
3						
4						

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LEADERSHIP AND MANAGEMENT COMPETENCIES						
Competencies	Current Competency Level	Target Competency Level	Proposed Intervention to be Undertaken	Target Date	Results of Target	Remarks/Next Step
1						
2						
3						
4						
FUNCTIONAL COMPETENCIES						
Functional Tasks (IPCR Based)	Current Level of Accomplishment	Target Level of Accomplishment	Proposed Intervention to be Undertaken	Target Date	Results of Target	Remarks/Next Step
1						
2						
3						
4						
<div> <div>Prepared by:</div> <div>Approved by:</div> </div> <div> <div>(NAME OF THE EMPLOYEE)</div> <div>(NAME OF THE SUPERVISOR)</div> </div> <div> <div>Date Accomplished</div> <div>Date Accomplished</div> </div>						

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REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF TRANSPORTATION  
PHILIPPINE RAILWAYS INSTITUTE  
Research and Development Division



**SELF-EVALUATION FORM**  
(Training Specialist III)

No.: F-RDD-01-SE

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The purpose of conducting the Peer Review or 360-degree Evaluation is to assess strengths, make improvements where needed, and provide guidance in planning a career path suited to the employee's capabilities. The goal is to establish an honest and constructive communication about the employee's performance.

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<b>NAME:</b>	<b>EMPLOYEE NO:</b>	<b>DIVISION/SECTION:</b>
<b>DESIGNATION:</b>		<b>REVIEW PERIOD:</b>

DIRECTIONS: Based on your observation and judgement, rate the job performance and general performance of the employee based on the following rating:

**1.0 = Unsatisfactory    2.0 = Below Expectations    3.0 = Meets Expectations    4.0 = Exceeds Expectations    5.0 = Outstanding**

**SECTION 1: JOB PERFORMANCE (50%)**

Job Description	Rating	Additional Comments
Assists in the development of training guidelines.		
Conducts training courses relative to assigned topic/s.		
Develops textbooks, modules, and other materials in accordance with the curriculum set by the PRI's Training Division.		
Provides feedback and suggests improvements on the training program, curriculum, textbooks, Instructor's Guides, handouts, and other materials.		
Determines training needs and requirements of the railway personnel/trainees.		
Participates in official travel/s and in-house and/or outside seminars/training programs related to/or in connection with his or her tasks/functions, as recommended by his or her immediate supervisor, when such activities are made available and if applicable in the evaluation period.		
Performs such other related functions that may be assigned from time to time.		
<b>RESULT</b>		

**SECTION 2: GENERAL PERFORMANCE (50%)**

Work Aspects and Criteria	Rating	Additional Comments
<b><i>Integrity</i></b> <u>Criteria:</u> Finishes every task with utmost honesty, honor, and reliability.		
<b><i>Decision-making and Judgment</i></b> <u>Criteria:</u> Analyzes and solves problems; accountable and takes responsibility for decisions taken; is effective and flexible; consults others when appropriate.		

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<b><i>Quality of Work</i></b> <u>Criteria:</u> Provides services (and products) of the highest standard at all times.		
<b><i>Organizational Ability</i></b> <u>Criteria:</u> Plans work and organizes its completion; can cope with a variety of activities and distractions; is able to establish priorities; keeps supervisors informed.		
<b><i>Competence</i></b> <u>Criteria:</u> Works to full potential, commits few errors; shows efficiency and meeting the deadlines		
<b><i>Initiative</i></b> <u>Criteria:</u> Suggests new ideas and inputs; Uses independent judgment and innovation within his/her limits of authority; requires minimal supervision to complete tasks		
<b><i>Punctuality / Attendance</i></b> <u>Criteria:</u> Consistently arrives to work on time; observes proper timekeeping for breaks and leaving work; attends work online regularly and when needed.		
<b><i>Behavior/Relations with Others</i></b> <u>Criteria:</u> cooperates and contributes to team efforts; responds positively to suggestions; displays interpersonal skills; adapts well to changes.		
<b>RESULT</b>		

**COMMITMENT OF THE EMPLOYEE:**

*Kindly indicate your points of improvement and next step/s for the next evaluation period. This will guide you and your immediate supervisor in evaluating your performance in the next evaluation period.*

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Employee's Note:

---

**Signature over Printed Name/ Date**

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COMMENTS:

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Interpretation of Results	
5.0	Outstanding
4.0	Exceeds Expectations
3.0	Meets Expectations
2.0	Need Improvement
1.0	Unsatisfactory

Summary of Results	
Section	Rating
1: Job Performance	
2: General Performance	
<b>OVERALL PERFORMANCE</b>	



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PHILIPPINE RAILWAYS INSTITUTE  
Research and Development Division



**PEER EVALUATION FORM**  
(Training Specialist III)

No.: F-RDD-02-PE

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The purpose of conducting the Peer Review or 360-degree Evaluation is to assess strengths, make improvements where needed, and provide guidance in planning a career path suited to the employee's capabilities. The goal is to establish an honest and constructive communication about the employee's performance.

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<b>NAME:</b>	<b>EMPLOYEE NO:</b>	<b>DIVISION/SECTION:</b>
<b>DESIGNATION:</b>		<b>REVIEW PERIOD:</b>

**DIRECTIONS:** Based on your observation and judgement, rate the job performance and general performance of the employee based on the following rating:

**1.0 = Unsatisfactory    2.0 = Below Expectations    3.0 = Meets Expectations    4.0 = Exceeds Expectations    5.0 = Outstanding**

**SECTION 1: JOB PERFORMANCE (50%)**

Job Description	Rating	Additional Comments
Assists in the development of training guidelines.		
Conducts training courses relative to assigned topic/s.		
Develops textbooks, modules, and other materials in accordance with the curriculum set by the PRI's Training Division.		
Provides feedback and suggests improvements on the training program, curriculum, textbooks, Instructor's Guides, handouts, and other materials.		
Determines training needs and requirements of the railway personnel/trainees.		
Participates in official travel/s and in-house and/or outside seminars/training programs related to/or in connection with his or her tasks/functions, as recommended by his or her immediate supervisor, when such activities are made available and if applicable in the evaluation period.		
Performs such other related functions that may be assigned from time to time.		
<b>RESULT</b>		

**SECTION 2: GENERAL PERFORMANCE (50%)**

Work Aspects and Criteria	Rating	Additional Comments
<b><i>Integrity</i></b> <u>Criteria:</u> Finishes every task with utmost honesty, honor, and reliability.		
<b><i>Decision-making and Judgment</i></b> <u>Criteria:</u> Analyzes and solves problems; accountable and takes responsibility for decisions taken; is effective and flexible; consults others when appropriate.		



<b>Quality of Work</b> <u>Criteria:</u> Provides services (and products) of the highest standard at all times.		
<b>Organizational Ability</b> <u>Criteria:</u> Plans work and organizes its completion; can cope with a variety of activities and distractions; is able to establish priorities; keeps supervisors informed.		
<b>Competence</b> <u>Criteria:</u> Works to full potential, commits few errors; shows efficiency and meeting the deadlines		
<b>Initiative</b> <u>Criteria:</u> Suggests new ideas and inputs; Uses independent judgment and innovation within his/her limits of authority; requires minimal supervision to complete tasks		
<b>Punctuality / Attendance</b> <u>Criteria:</u> Consistently arrives to work on time; observes proper timekeeping for breaks and leaving work; attends work online regularly and when needed.		
<b>Behavior/Relations with Others</b> <u>Criteria:</u> cooperates and contributes to team efforts; responds positively to suggestions; displays interpersonal skills; adapts well to changes.		
<b>RESULT</b>		

#### RECOMMENDATIONS OF THE PEER:

*Kindly make your recommendations. This will guide the employee in making the needed improvements.*

---



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<u>Peer's Note:</u>       	Management Review	
	Pass	
	Consult Supervisor	<u>Signature over Printed Name/ Date</u>
	Dismissal	<b>Relationship to the employee:</b>
	Others: _____ _____ _____ _____	Peer  Immediate Supervisor  Division Chief

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COMMENTS:

---

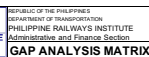
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Interpretation of Results	
5.0	Outstanding
4.0	Exceeds Expectations
3.0	Meets Expectations
2.0	Need Improvement
1.0	Unsatisfactory

Summary of Results	
Section	Rating
1: Job Performance	
2: General Performance	
<b>OVERALL PERFORMANCE</b>	



ANNEX E



## GAP ANALYSIS MATRIX

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	REPUBLIC OF THE PHILIPPINES DEPARTMENT OF TRANSPORTATION PHILIPPINE RAILWAYS INSTITUTE Administrative and Finance Section		
<b>LEARNING NEEDS ANALYSIS DESIGN</b>			
CODE		Page 1 of 2	
<i>To be accomplished by PRI-AFS only</i>			
<b>PRELIMINARY INFORMATION</b>			
<b>Identified Gaps/Problems/Needs:</b>			
<b>Target Personnel</b>			
#	FULL NAME	POSITION	OFFICE
1			
2			
3			
4			
5			
<i>Add more sheet if necessary</i>			
<b>DATA COLLECTION METHOD</b>			
#	METHOD	TARGET DATE	PERSON IN CHARGE
1			
2			
3			
4			
5			
<b>Other considerations</b>			
#	ORIGIN OF DATA	RATIONALE	
1	<i>Exit Interview from employee separated in any form</i>	<i>mismanagement of supervisor/s</i>	
2	<i>stakeholders interview</i>		
3	<i>others</i>		
<b>TARGET INTERVENTIONS</b>			
#	TITLE OF ACTIVITIES	START DATE	END DATE
1			
2			
3			
<b>LOGISTICS NEEDED</b>			
1			
2			
3			
4			
5			
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BUDGET ALLOCATIONS			
#	MEANS	UNIT PRICE	TOTAL AMOUNT
1	Training Fees	PHP7,500.00	unit price multiply by target personnel
2	Fare	PHP5,000.00	unit price multiply by target personnel
3	Provision of Books	PHP1,500.00	unit price multiply by target personnel
4			
5			
PREPARED BY:			
PRINTED NAME AND SIGNATURE/DATE (Position)			
APPROVAL OF THE MANAGEMENT COMMITTEE			
PRINTED NAME AND SIGNATURE/DATE (Position)			
PRINTED NAME AND SIGNATURE/DATE (Position)			
PRINTED NAME AND SIGNATURE/DATE (Position)			
PRINTED NAME AND SIGNATURE/DATE (Position)			

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**PHILIPPINE RAILWAYS INSTITUTE**  
**ANNUAL CAPACITY DEVELOPMENT PLAN**



**DOCUMENT SIGN-OFF SHEET**

Full Name	Designation	Signature	Date
<b>Prepared by:</b>			
AFS Head			
AFS Member			
<b>Endorsed by:</b>			
CAD Chief			
RDD Chief			
TD Chief			
<b>Approved by:</b>			
ED			



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**ANNUAL CAPACITY DEVELOPMENT PLAN**



**I. Introduction**

Include here the institute's mission and vision statements, and describe stakeholder's base.

**II. Background**

Describe the type/s of Learning Needs Analysis conducted during the annual cycle. Include identified documents stated under the O-26i Capacity Development Plan Article III (B). Attached also the O-26i Capacity Development Plan Annex F – Learning Needs Analysis Design.

**III. Critical and/or Learning Needs**

List the critical and/or immediate learning needs that, when met, will have the biggest direct impact on the institute. Refer to the O-26i Capacity Development Plan Annex E – Gap Analysis Matrix.

CRITICAL / IMMEDIATE NEED	CAPACITY DEVELOPMENT PROGRAM	REMARKS





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#### IV. Training Goals, Objectives, Performance Metrics, and Desired Outcomes

Describe the institute's learning goals, objectives, performance metrics, and outcomes. Goals may change from year to year, so your annual review process should include the opportunity to add, modify, or delete previous goals. However, in order to properly assess progress, this must include clear metrics by which will measure success.

GOAL	OBJECTIVE	PERFORMANCE METRIC	DESIRED OUTCOME



## V. Resources

List the resources — budget and personnel — necessary to implement the capacity development plan. A solid understanding of how the learning needs translate to budget and resource planning enables the institute to successfully forecast project costs and duration and will also improve future planning. Once identified all of the resource needs, it can allocate them to different roles, departments, or programs. Refer to the O-26i Capacity Development Plan Annex H – Capacity Development Management Checklist.

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**VI. Core Capacity Programs, Projects, and Activities**

PROGRAM/ PROJECT/ACTIVITIES	PROVIDER	TOTAL NO. OF ATTENDEES

**VII. Mandatory Continuing Professional Development**

MANDATORY LEARNING	PROVIDER	TOTAL NO. OF ATTENDEES



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**VIII. Functional Capacity Programs, Projects, and Activities**

PROGRAM/ PROJECT/ACTIVITIES	PROVIDER	TOTAL NO. OF ATTENDEES

**IX. Leadership and Management Capacity Programs, Projects, and Activities**

PROGRAM/ PROJECT/ACTIVITIES	PROVIDER	TOTAL NO. OF ATTENDEES

**X. Additional Capacity Development Programs, Projects, and Activities**

PROGRAM/ PROJECT/ACTIVITIES	PROVIDER	TOTAL NO. OF ATTENDEES





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**XI. Monitoring and Evaluation Schedule**

DELIVERABLE	MILESTONE	M&E DATE

	REPUBLIC OF THE PHILIPPINES DEPARTMENT OF TRANSPORTATION PHILIPPINE RAILWAYS INSTITUTE Administrative and Finance Section <b>L&amp;D MANAGEMENT CHECKLIST</b>			
<b>To be accomplished by PRI-AFS only</b>				
CONCERNS	PARTICULARS	PERSON/S RESPONSIBLE	TIME FRAME	REMARKS
<b>(1) COMMUNICATION/MEETING/PRESENTATION</b>				
(A) COORDINATION AND APPROVAL	Presentation and approval of LNA Design			
	Presentation and approval of Capacity Development Plan			
	Assign personnel responsible for each intervention			
(B) PREPARATION OF INITIAL DOCUMENTS PRIOR ATTENDANCE TO THE INTERVENTION	Memo-Invitation/ Advisory for the identified personnel			
	Program/ Schedule of Activities			
	Office Orders			
(C) CONFIRMATION	Resource Person/s			
	Participants			
(D) FACILITATION OF BAC Requirements	MOA/MOU/TOR			
	RIS/PR			
	Market Study			
	Approved BAC Documents			
	Other:			
<b>(2) LOGISTICS</b>				
(A) VENUE	Approval of Venue			
	Reservation of Venue			
	Venue Set-up			
	Lighting & Ventilation			
	Safety Protocols			
(B) CAPACITY DEVELOPMENT EQUIPMENT, etc.	Presentation Equipment			
	Whiteboard			
	Lectern			
	Other:			
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(C) COORDINATION OF PROVISION FOR TRANSPORTATION AND ACCOMMODATION	Resource Person/s			
	Participant/s			
	Secretariat			
	Guests/Officials			
(D) PROVISION OF MEALS	Meal Requirements			
	Menu			
	Special Dietary Needs			
	Flowing Coffee			
	Schedule of Service			
	Meal Serving Area			
<b>(3) PREPARATION PRIOR THE CONDUCT OF CAPACITY DEVELOPMENT</b>				
(A) BUDGETARY VOUCHERS	Honoraria of Resource Persons			
	Honoraria of Facilitators			
	Catering Services			
	Venue			
	Accommodation			
	Fares			
	Other:			
(B) TRAINING AIDS, SUPPLIES, AND MATERIALS	Training Materials			
	Training Kits			
	Workshop Materials			
	PPT Presentation Files			
	Other Visual Aids			
	Preliminary Program			
	Certificates			
	Attendance			
	Prizes and Tokens			
	Tarpaulin/Backdrop			
<b>(4) PREPARATION DURING THE CONDUCT OF CAPACITY DEVELOPMENT</b>				
(A) REGISTRATION	Accomplishment of Necessary Forms			
	Distribution of training kits, materials and name tag			
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(B) CAPACITY	Delivery of Opening Program			
	Introduction of the			



DEVELOPMENT PROPER	Resource Speakers			
	Assist Resource Speaker when necessary			
	Energizers			
(C) DOCUMENTATION	Tape/Voice Recording			
	Take notes- workshop outputs and issues			
	Photo Operations			
(D) COLLECTION AND DISSEMINATION	Administration and retrieval of Evaluations			
	Preparation and Distribution of Certificates			
	Preparation and Distribution of Tokens			
	Securing training materials and supplies			
(E) INVENTORY				
<b>(5) POST PREPARATION FOR THE CONDUCT OF CAPACITY DEVELOPMENT</b>				
(A) POST PROGRAM ACTIVITY	Ensure cleanliness of the venue			
	Conduct of post- evaluation for Resource Speakers			
	Conduct of post- evaluation for the program			
	Conduct of post- evaluation for the secretariat			
	Liquidation of Expenses/Payment of dues			
	Submission of Post Program Report			
	Conduct of Program Effectiveness Assessment			
	Other:			
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**TRAINING EFFECTIVENESS ASSESSMENT FORM**  
**Level 3 and 4 – Job Application and Impact Evaluation**  
**(Learner Perspective)**

**Instructions:**

1. This form shall be used to evaluate the effectiveness of the training programs attended by PRI employee;
2. It shall be accomplished by the concerned PRI employee who attended a capacity development program within 6 months from the date of attendance;
3. The filled out form shall be forwarded to the Administrative and Finance Section of the PRI for processing and further evaluation.
4. The results of the evaluation may be shared with the employee's supervisor to serve as basis for further development of the employee.

Name of Employee:	Position Title:	Gender:  <input type="checkbox"/> Male <input type="checkbox"/> Female
Unit/Office/Agency:	Name of Supervisor:	Position of Supervisor:
Capacity Development Program Attended:		
Inclusive Date:	Capacity Development Provider:	Venue:
Capacity Development Program Objectives:		

I. What is the level of Job application of the Program? Kindly mark your answer.

- \_\_\_\_\_ a. All salient information is applied.  
 \_\_\_\_\_ b. Most of the salient information is applied.  
 \_\_\_\_\_ c. Some of the salient information is applied.  
 \_\_\_\_\_ d. Few of the salient information are applied.  
 \_\_\_\_\_ e. None of the salient information is applied.



- II. As a result of the attended capacity development program, identify the following areas did you improve in? Kindly specify in the space provided below.

1.
2.
3.
4.
5.

- III. In terms of the above specified areas/skills/knowledge/competencies, rate your skills/abilities or competencies before and after the training using the matrix below:

Rating Scale			
Numerical Rating	Adjectival Rating	Description	
1	Basic	Has gained basic knowledge; Performed the task but with close supervision	
2	Intermediate	Has gained intermediate knowledge. Performs the task with minimal supervision	
3	Advanced	Able to apply the theory/ Able to perform tasks without supervision	
4	Superior	Has showed authority/ Has mastery of the task	
Competency Rating			
Specified Competency	Pre-learning Competency Rating <i>(Prior Attendance to the Program)</i>	Post-learning Competency Rating <i>(After attendance)</i>	Competency Gain <i><math>((post^1 - pre^2)/(max\ rating^3 - pre)) \times 100\%</math></i>
1			
2			
3			
4			
5			

<sup>1</sup> Post-learning Competency Rating

<sup>2</sup> Pre-learning Competency Rating

<sup>3</sup> Max numerical rating in the rating scale



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IV. From your point of view, how effective has the capacity development program been in improving your job performance?

	1	2	3
	(not effective)	(effective)	(very effective)
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Please give brief examples of how you implemented the knowledge or skills you learned from the program.

VI. What was the impact of this on your/your team's/your department's performance?

VII. In terms of item V, what is the level of this impact vis-à-vis the agency's goals, objectives or strategies? Kindly mark your answer.

- ☐ Highly Significant Positive Effect
- ☐ Moderately Significant Positive Effect
- ☐ No Significant Effect

VIII. What are the challenges you encountered in translating what you learned into action and tangible improvements for yourself and for your organization?



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IX. What do you believe you could have done better to address these challenges?

X. Overall, would you recommend the program to other employees in the future? Kindly mark your answer.

☐ Yes

☐ No

XI. Please add any other suggestions that you may have for AFS, in improving the process of considering capacity development program for the PRI employees.

Prepared by:

Signature

\_\_\_\_\_  
Name of Employee

Date:\_\_\_\_\_



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**TRAINING EFFECTIVENESS ASSESSMENT FORM**  
**Level 3 and 4 – Job Application and Impact Evaluation**  
**(Supervisor Perspective)**

**Instructions:**

1. This form shall be used to evaluate the effectiveness of the training programs attended by PRI employee;
2. It shall be accomplished by the immediate supervisor of the concerned PRI employee who attended a capacity development program within 6 months from the date of attendance;
3. The filled out form shall be forwarded to the Administrative and Finance Section of the PRI for processing and further evaluation; and
4. The results of the evaluation may be shared with the employee's supervisor to serve as basis for further development of the employee.

Name of Employee:	Position Title:	Gender:  <input type="checkbox"/> Male <input type="checkbox"/> Female
Unit/Office/Agency:	Name of Supervisor:	Position of Supervisor:
Capacity Development Program Attended:		
Inclusive Date:	Capacity Development Provider:	Venue:
Capacity Development Program Objectives:		

I. What is the level of Job application of the Program? Kindly mark your answer.

- \_\_\_\_\_ a. All salient information is applied.  
 \_\_\_\_\_ b. Most of the salient information is applied.  
 \_\_\_\_\_ c. Some of the salient information is applied.  
 \_\_\_\_\_ d. Few of the salient information are applied.  
 \_\_\_\_\_ e. None of the salient information is applied.



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- II. As a result of the attended capacity development program by the concerned employee, identify the following areas did the employee show improvement? Kindly specify in the space provided below.

1.	
2.	
3.	
4.	
5.	

- III. In terms of the above specified areas/skills/knowledge/competencies, rate the employees skills/abilities or competencies before and after the training using the matrix below:

Rating Scale			
Numerical Rating	Adjectival Rating	Description	
1	Basic	Has gained basic knowledge; Performed the task but with close supervision	
2	Intermediate	Has gained intermediate knowledge. Performs the task with minimal supervision	
3	Advanced	Able to apply the theory/ Able to perform tasks without supervision	
4	Superior	Has showed authority/ Has mastery of the task	
Competency Rating			
Specified Competency	Pre-learning Competency Rating <i>(Prior Attendance to the Program)</i>	Post-learning Competency Rating <i>(After attendance)</i>	Competency Gain <i><math>((\text{post}^1 - \text{pre}^2)/(\text{max rating}^3 - \text{pre})) \times 100\%</math></i>
1			
2			
3			
4			
5			

<sup>1</sup> Post-learning Competency Rating

<sup>2</sup> Pre-learning Competency Rating

<sup>3</sup> Max numerical rating in the rating scale



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IV. From your observation of the employee since the completion of capacity development program, how effective has the program been in improving his/her job performance?

	1	2	3
	(not effective)	(effective)	(very effective)
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Please give brief examples of how the participant implemented the knowledge or skills he/she learned from the program.

VI. What was the impact of this on the participant's team's/division's/agency's performance?

VII. In terms of item V, what is the level of this impact vis-à-vis the agency's goals, objectives or strategies? Kindly mark your answer.

- ☐ Highly Significant Positive Effect
- ☐ Moderately Significant Positive Effect
- ☐ No Significant Effect

VIII. Based on your observation, what are the challenges encountered by the employee in translating what he/she learned into action and tangible improvements for himself/herself and the organization as a whole?





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- IX. In your capacity as the direct supervisor of the concerned employee, what else, do you believe, could be done to help the participant in this area?

- X. Overall, would you recommend our program to other employees in the future?

☐ Yes

☐ No

- XI. Please add any other suggestions that you may have for AFS, in improving the process of considering capacity development program for the PRI employees.

Prepared by:

Signature

\_\_\_\_\_  
Name of Immediate Supervisor of the concerned Employee

Date: \_\_\_\_\_