



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III



SCHOOLS DIVISION OF NUEVA ECJIA

Old Capitol Compound, Burgos Avenue, Cabanatuan City 3100

December 15, 2015

DIVISION MEMORANDUM

No. 218, s. 2015

RE: SUBMISSION OF RPMS OF SDO PERSONNEL FOR 1st SEMESTER 2015

To: ALL SDO Nueva Ecija Personnel

1. In response to the instruction of the Regional Office, all SDO Nueva Ecija Personnel are hereby required to submit their Individual/Office Performance and Commitment Review Form (IPCRF/OPCRF) for the 1st Semester June-December, 2015 on or before **January 6, 2015**.
2. Be guided that your IPCRF/OPCRF should be based on your Position Competency Profile (PCF).
3. Attached herewith is the prescribed form which you can reproduce or copy for your own IPCRF/OPCRF.
4. For your information and strict compliance.

RONALDO A. POZON, Ph.D., CESO V
Schools Division Superintendent



INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

CLASSIFICATION

Name of Employee: _____
 Position: _____
 Bureau / Division: _____

Name, Position and Bureau / Division of the employee and the Rating Period

Name & Position of Rater and Date of Review

MFOs based on the Organizational Performance Indicator Framework (OPIF)																		

The rater rates in terms of Quality, Efficiency and Timeliness

* To get the score, the rating is multiplied by the weight assigned

OVERALL RATING FOR ACCOMPLISHMENTS

The rater who approves the KRAs, Objectives and PIs signs at the Performance Planning and

Rater

After agreeing with his / her rater, the ratee signs this part of the form at the Performance Planning and Commitment

Ratee

The approving authority signs this part for the ratee's overall rating.

Approving Authority

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Management

- Sets personal goals and direction, needs and development
- Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
- Displays emotional maturity and enthusiasm for and is challenged by higher goals.
- Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.
- Sets high quality, challenging, realistic goals for self and others.

Professionalism and Ethics

- Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).
- Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
- Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
- Makes personal sacrifices to meet the organization's needs.
- Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.

Result Focus

- Achieves results with optimal use of time and resources most of the time.
- Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
- 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 completeness with no supervision required.
- Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
- Makes specific changes in the system or in own 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 setting any specific goal.

Teamwork

- Willingly does his/her share of responsibility.
- Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
- Applies negotiation principles in arriving at win-win agreements.
- Drives consensus and team ownership of decisions.
- Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

Service Orientation

- Can explain and articulate organizational directions, issues and problems.
- Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
- Initiates activities that promotes advocacy for men and women empowerment.
- Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.
- Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.

Innovation

- Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).
- Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.
- Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
- Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
- Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

CORE SKILLS

Oral Communication

- Follows instructions accurately.
- Expresses self clearly, fluently and articulately.
- Uses appropriate medium for the message.
- Adjust communication style to others.
- Guides discussions between and among peers to meet an objective.

Written Communication

- Knows the different written business communication formats used in the DepEd.
- Writes routine correspondence/communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical error/s (e.g. memos, minutes, etc).
- Secures information from required references (i.e., Directories, schedules, notices, instructions) for specific purposes.
- Self-edits words, numbers, phonetic notation and content, if necessary.
- Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications.

Computer/ICT Skills

- Prepares basic compositions (e.g., letters, reports, spreadsheets and graphics presentation using Word Processing and Excel.
- Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc).
- Prepares simple presentation using Powerpoint.
- Utilizes technologies to: access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks.
- Recommends appropriate and updated technology to enhance productivity and professional practice.

OVERALL COMPETENCY RATINGS

CORE BEHAVIORAL COMPETENCIES

CORE SKILLS

OVERALL RATING

PART III: SUMMARY OF RATINGS FOR DISCUSSION

Final Performance Results	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

The rater gives the final rating at the end of the performance cycle.

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.

The rater signs here after agreeing with the ratee on his / her final rating.

Name of Employee	Name of Superior
Signature	Signature
Date	Date

The ratee signs here after agreeing with the rater on his / her final rating.

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Interventions)	Timeline	Responsible Parties
The highest point on Results and demonstration of Competencies are the Strengths	The lowest point on Results and demonstration of Competencies are the Development Needs			

The rater signs after agreeing with the ratee

The ratee signs after agreeing with the rater

The approving authority signs after agreeing with the rater

Rater

Ratee

Approving Authority