

Republika ng Pilipinas  
(Republic of the Philippines)  
MINISTRI NG EDUKASYON AT KULTURA  
(MINISTRY OF EDUCATION AND CULTURE)  
Manila

January 9, 1979

MEMO O R D E R  
No. 2, s. 1979

IMPLEMENTATION OF THE NEW PERFORMANCE APPRAISAL SYSTEM

To: Bureau Directors  
Regional Directors  
Cultural Agency Directors  
Chiefs of Services and Heads of Units  
Coordinator, State Colleges and Universities  
Schools Superintendents

1. Inclosed is Memorandum Circular No. 2, s. 1978, of the Civil Service Commission entitled "Implementation of the New Performance Appraisal System," which is self-explanatory. Also inclosed are the Performance Appraisal Report form and instructions on the proper accomplishment thereof.

2. Conformably thereto it is hereby directed that the performance appraisal system herein prescribed be adopted for all positions in this Ministry, following the guidelines enumerated below:

Probationary Period Rating

(1) Employees shall be rated for the periods from January to June and July to December of each year effective January 1, 1979, except teachers and other school personnel on the teacher's leave basis who shall be rated at the end of each school semester beginning the school year 1979-1980.

(2) A probationary period rating shall also be made at the end of the one (1) year of employment in the case of provisional classroom teachers and instructors and at the end of the sixth month for newly appointed employees whose positions do not belong to the classroom teachers and instructors group.







- (3) A copy of the performance rating report of the employee shall be furnished the Personnel Officer, School Administrative Officer or Administrative Assistant of the office or school concerned within fifteen (15) days after each rating period.

**B. Who Shall Rate**

**(1) In school districts**

(a) Each elementary school teacher, guidance counselor and coordinator, or school personnel shall be rated by the school principal or head teacher as the case may be, subject to review by the district supervisor.

(b) Each elementary school principal, head teacher, or district coordinator shall be rated by the district supervisor, subject to review by the schools division superintendent.

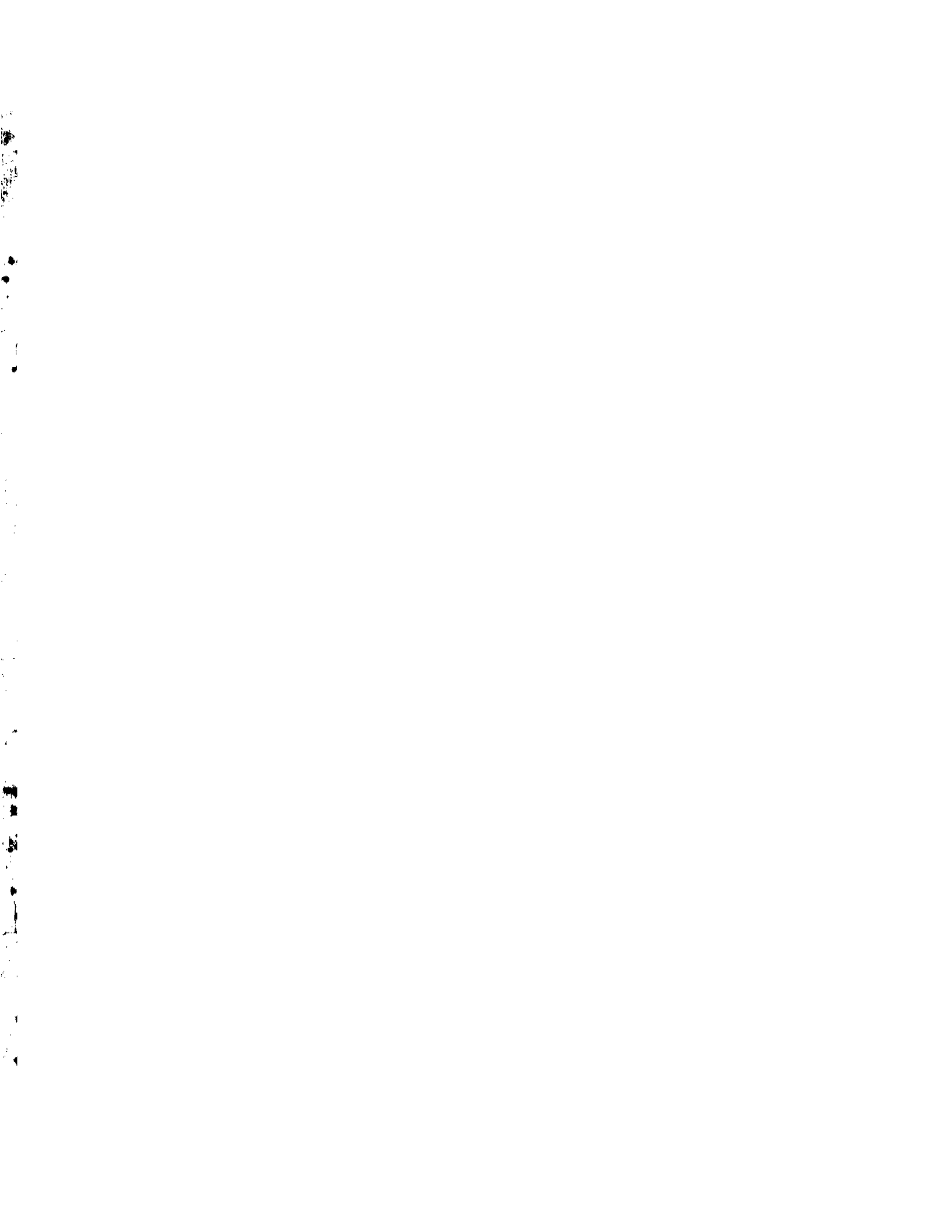
(c) Each district supervisor shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.

**(2) In national, provincial or barangay high schools**

(a) Each teacher shall be rated by the head of department, subject to review by the school principal. In the case of schools with no heads of department, the ratings shall be made by the assistant principal, subject to review by the school principal. If there is no assistant principal, the ratings shall be made by the school principal, subject to review by the schools division superintendent.

(b) Each head of department shall be rated by the assistant principal, subject to review by the school principal. If there









is no assistant principal, the ratings shall be made by the school principal, subject to review by the schools division superintendent.

(c) Each school principal shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.

(d) In schools with administrative clerical personnel such clerical personnel shall be rated by the administrative assistant, subject to review by the school principal.

(3) In vocational (fishery, trade, agriculture) schools/colleges -

(a) Each teacher shall be rated by the head of department, subject to review by the school principal or administrator, as the case may be.

(b) Each head of department shall be rated by the assistant principal, subject to review by the school principal or administrator, as the case may be. In schools headed by vocational administrators, the ratings shall be made by the school administrator subject to review by the schools division superintendent.

(c) Each assistant principal shall be rated by the school principal, subject to review by the vocational school superintendent. In schools headed by vocational administrators, the ratings shall be made by the school administrator, subject to review by the schools division superintendent.

(d) Administrative personnel shall be rated by the administrative assistant, subject to review by the head of the school.







(e) Each vocational school administrator shall be rated by the schools division superintendent, subject to review by the regional director.

(f) Each vocational schools superintendent shall be rated by the assistant regional director, subject to review by the regional director.

(4) In division offices -

(a) Each general education supervisor shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.

(b) Each administrative personnel shall be rated by the school administrative officer, subject to review by the schools division superintendent.

(c) Each assistant schools division superintendent shall be rated by the schools division superintendent, subject to review by the regional director.

(d) Each schools division superintendent shall be rated by the assistant regional director, subject to review by the regional director.

(5) In regional offices -

(a) Each supervisor or employee shall be rated by the assistant chief of division, subject to review by the chief of division.

(b) Each assistant chief of division shall be rated by the chief of division, subject to review by the assistant regional director.

(c) Each chief of division shall be rated by the assistant regional director, subject to review by the regional director.









(d) Each regional director shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the Minister.

(6) In cultural offices/agencies

(a) Each employee shall be rated by the chief of section, subject to review by the chief of division.

(b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.

(c) Each chief of division shall be rated by the assistant director, subject to review by the director.

(d) Each assistant director shall be rated by the director, subject to review by the Deputy Minister.

(e) Each director shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the Minister.

(7) In staff bureaus, centers, units

(a) Each employee shall be rated by the chief of section, subject to review by the chief of division.

(b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.

(c) Each chief of division shall be rated by the assistant director or assistant chief of unit, subject to review by the director or chief of unit.

(d) Each assistant director or assistant chief of unit shall be rated by the director or chief of unit, subject to review by the Deputy Minister.







- (e) Each director or chief of unit shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the Minister.

(8) In the Ministry (Proper)

- (a) Each employee shall be rated by the chief of section, subject to review by the chief of division.
- (b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.
- (c) Each assistant chief of division shall be rated by the chief of division, subject to review by the chief of service.
- (d) Each chief of division shall be rated by the chief of service, subject to review by the Deputy Minister.
- (e) Each chief of service shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the Minister.

C. Rating Procedure

- (1) The manner of rating shall be according to the instructions given in the aforementioned Memorandum Circular No. 2 of the Civil Service Commission. After the rating official has accomplished the performance rating report, the same shall be forwarded in triplicate to the reviewing official who shall likewise sign the report.
- (2) After the reviewing official has signed the report, a copy each shall be furnished the ratee and rater. The third copy of the report shall be for the files of the office, division or school concerned.
- (3) In case a reviewing official decides to make changes in the performance rating of an employee he shall indicate such changes in red ink in the report and









properly initial them. Any performance rating changed by the reviewing official shall be considered final unless an appeal for reconsideration of the same has been properly submitted.

**D. Relationship Between Performance Rating And Personnel Action**

The performance rating of employees shall be considered in connection with the following personnel action:

- (1) Placement - the strong performance qualities of an employee shall be utilized to advantage in duty assignments.
- (2) Promotion and step or merit-increase in pay - A rating of at least "satisfactory" shall be a requirement for promotion as well as for step or merit-increase in pay.
- (3) Incentive award - An employee for whom an "outstanding" rating is given shall be recommended for an incentive award or merit increase.
- (4) Reduction in force - when a reduction in force is to be effected, the performance rating shall be one of the factors to be considered in determining retention. Decisions in this regard shall be based on the ratings of the employee concerned, notwithstanding any pending appeal of the employee with regard to such rating. Should any change resulting from the appeal alter the employee's standing on the retention register, the necessary corrective steps shall be taken in accordance therewith.
- (5) Disciplinary action - An employee whose performance rating is "unsatisfactory" shall be subject to administrative disciplinary action under the Civil Service law and rules.

**E. Appeals**

- (1) Any employee who believes that his performance has not been fairly or properly rated may appeal.







for a review of his performance rating in the manner prescribed in Circular No. 20, s. 1964, "Adjustment of Complaints and Grievances," of the defunct Bureau of Public Schools.

- (2) The employee shall submit his appeal within five (5) days from receipt of his copy of the performance rating report duly reviewed by the proper official. Failure to do so shall be deemed a waiver of his right to appeal and no appeal shall thereafter be entertained.

**F. Training**

Regional directors, superintendents, district supervisors and principals shall plan and carry out a suitable program for the training of supervisors in the proper and effective implementation of the New Performance Appraisal System. This may be taken up in teacher's meetings, conferences or workshops. In this regard, the assistance of the Civil Service Commission or its regional offices or this Office may be availed of in the preparation and conduct of such training.

3. The necessary forms should be printed or reproduced by the offices or schools concerned.
4. All previous rules and regulations on the performance rating system are superseded by this Order effective upon its implementation.
5. It is desired that this Order be disseminated to all officials, teachers and employees for their information and guidance.

(SGD.) JUAN L. MANUEL

Minister of Education and Culture

Incl.: As stated

References:

BPS Circulars: Nos. (20) and 31, s. 1964

Allotment: 1-2-3--(D.O. 1-76)

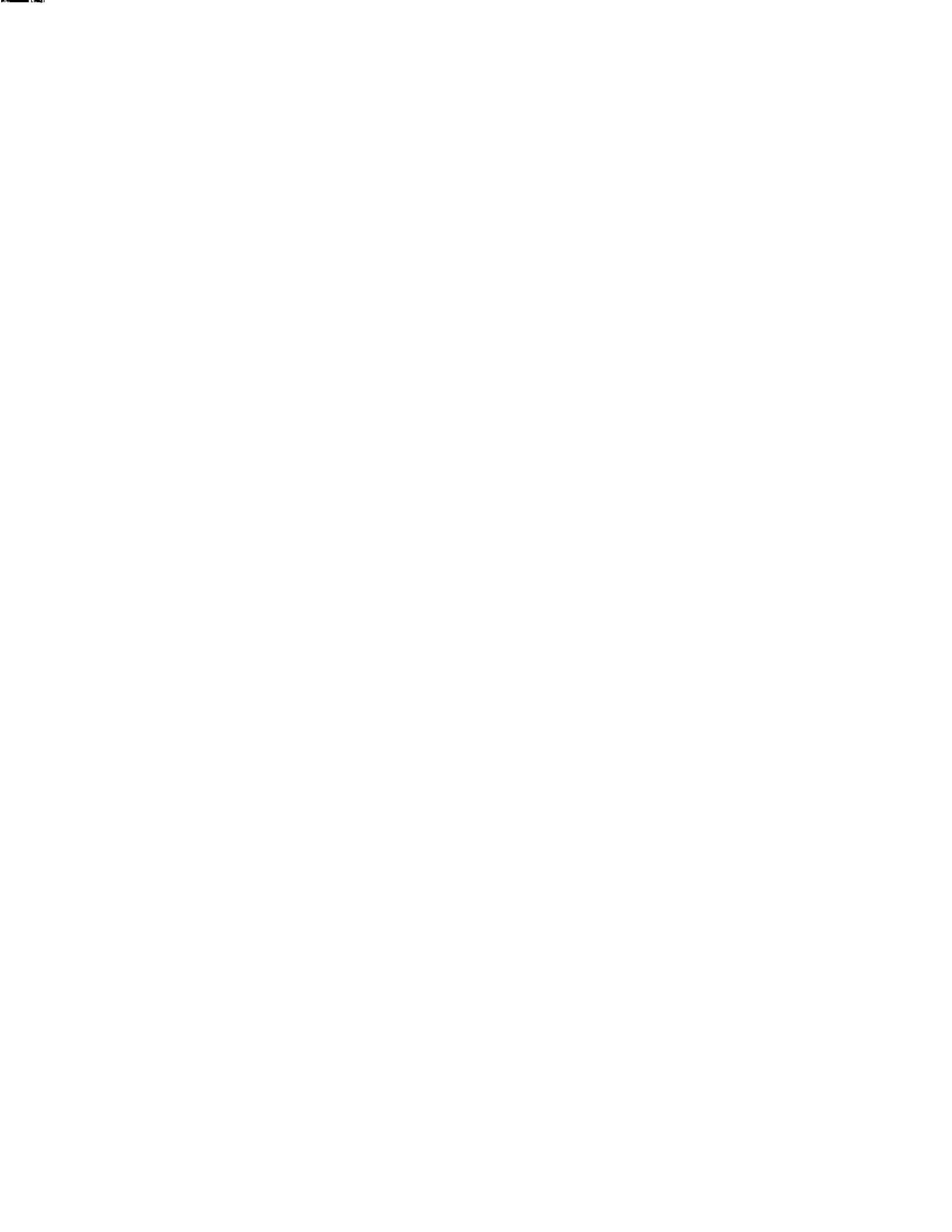
To be indicated in the Perpetual Index under the following subjects

EFFICIENCY  
EMPLOYEES  
FORMS

OFFICIALS  
PROMOTION  
RATING

RULES & REGULATIONS  
SUPERINTENDENTS  
TEACHERS









Republic of the Philippines  
CIVIL SERVICE COMMISSION  
Manila

MC #2, s. 1978

MEMORANDUM-CIRCULAR

**T O :** ALL HEADS OF DEPARTMENTS, BUREAUS AND AGENCIES OF THE NATIONAL GOVERNMENT, INCLUDING GOVERNMENT-OWNED AND CONTROLLED CORPORATIONS

**SUBJECT :** Implementation of the New Performance Appraisal System (NPAS)

One of the findings of the government-wide Performance Evaluation Program conducted by the Civil Service Commission in 1976 was the inadequacy of the present performance rating system. Because of this, the Commission has developed a new system, called the New Performance Appraisal System, which is basically oriented towards performance results and which is expected to effect link between Management by Objectives (MBO) and performance evaluation as set forth in Letter of Instructions No. 469.

This new system has been introduced in five (5) government agencies on a pilot basis. The outcome of this project shows that the new system is a more effective means of evaluating employee performance. For this reason, therefore, and in view of the pivotal role of the administrative machinery of the government in the national development effort which calls for a corps of competent and highly motivated manpower, the New Performance Appraisal System is hereby prescribed for adoption in the career service effective January 1, 1979.

For the guidance of all concerned, the following are the main features of the new system:

**1. Objectives**

- a. To improve the performance of employees in their jobs through a continuing appraisal procedure that considers planning for future action and evaluating past employee performance.
- b. To develop personnel so that they are ready to step into higher positions as these become available.







- c. To provide opportunity for self-appraisal so that the employee can evaluate his own performance, determine and devise ways to improve his weaknesses and build on his strengths, and thereby become a more viable member of the organization.

#### Procedure

The New Performance Appraisal System which is primarily concerned with the output requirements of every individual employee involves a procedure with five basic steps:

##### a. Discussion of Job Description

The employee discusses his job description with his supervisor and they agree on the content of his job and the relative importance of the duties for which he is accountable. In this connection, it is understood that the employee knows and understands the goals of the organization.

##### b. Establishment of Performance Targets

The employee then draws up a program of performance targets for his job for a six-month period. The list of targets should embody his plans in all of the major areas of his job. The targets should be challenging and realistic. Of utmost importance, the entire target program should be manageable.

##### c. Discussion of Performance Targets

The employee and the supervisor meet to discuss the target plan the employee has drawn up. The supervisor may suggest improvement of the targets in such a way that the employee has no doubt that he has the freedom to establish his work goals.

##### d. Determination of Checkpoints

The employee and his supervisor select checkpoints in which progress can be evaluated. The end of the appraisal period is not necessarily the best time to evaluate progress in the implementation of the targets. The supervisor and the employee shall determine jointly









these checkpoints and the means by which progress can be evaluated. Accomplishment reports may be an instrument of evaluating the degree of implementation of targets.

e. Discussion of Results

At the end of the evaluation period, the supervisor and the employee meet to discuss the results of the employee's efforts to meet the targets he had previously established.

In checking results, the supervisor should do all he can to assist the employee. This assistance may take many forms such as coaching, training, counselling or reassignment. If the employee still fails to reach his targets after the various means of assistance have been employed, appropriate disciplinary action should be taken against him. On the other hand, the employee who excels in the achievement of his goals should be given recognition. If he cannot be promoted, other forms of reward for his exemplary performance should be given.

3. Rating Period

There shall be two rating periods during the year, one, from January to June and the other from July to December.

The supervisor should rate the employee's performance at the end of every rating period. The rating that is given to the employee should be discussed with him. Points of disagreement about the rating should be settled at this stage so that satisfactory supervisor-subordinate relationship may be maintained.

4. The Performance Appraisal Report Form

The Performance Appraisal Report Form, a sample of which is attached, shall reflect the results of the evaluation of the performance of an individual employee. Only one form is adopted for rating both supervisory and non-supervisory personnel.







## 5. Manner of Rating

Five adjective ratings which are given corresponding point scores are provided in the system.

- a. Outstanding - An employee shall be given this rating when he exceeds his performance targets by at least 25% and if he possesses certain personal qualities relevant to the accomplishment of such targets. An employee who gets an outstanding rating deserved commendation or award.
- b. Very Satisfactory - An employee shall be given this rating when he also exceeds his performance targets but falls short of what is considered outstanding performance and possesses personal attributes relevant to the accomplishment of such targets.
- c. Satisfactory - An employee shall be given this rating when he meets his performance targets, together with certain personal qualities relevant to the accomplishment of such targets.
- d. Fair - An employee shall be given this rating when his achievement of his performance targets, together with certain personal qualities relevant to the accomplishment of such targets, falls short of the minimum requirements but shows potential for improvement. Since in giving this rating the supervisor has considered the employee's potential for improvement in his work performance, it is expected that in the next performance appraisal period, the employee, under close supervision, will either improve his performance for which he shall be given a higher rating, or fail to meet work requirements for which he must now get a lower rating. For this reason, fair rating cannot be given to the same employee for two or more successive performance appraisal periods. If on the next rating period the employee has not improved his performance, he should be given training on the particular job he is assigned to or provided with other forms of assistance, depending upon the difficulty or problem he is encountering. However, such employee with fair rating shall not be entitled to promotion or merit increase in pay until he gets a satisfactory rating.









- e. Unsatisfactory - An employee shall be given this rating when he fails to meet his performance targets and there is no evidence to show that he can improve his performance. Such employee with unsatisfactory rating shall not be entitled to promotion or merit increase in pay until he gets a satisfactory rating.

6. Responsibilities

a. Personnel Officers

The Personnel Officer of the central office and the regional Personnel Officer or Administrative Officer shall have overall responsibility for the administration of the New Performance Appraisal System. Likewise, they shall be responsible for providing staff assistance to supervisors and for installing a training program for raters and ratees to insure effective implementation of the system. Furthermore, they shall be responsible for the custody and safekeeping of all rating reports.

b. Supervisors

Supervisors are responsible for:

1. Assuring that the description of each job accurately reflects the duties and responsibilities of every employee;
2. Evaluating performance on a continuing basis and keeping employees currently informed on how they are measuring up to the performance targets set;
3. Giving guidance and assistance to each employee, helping the promising worker progress and assisting the employee whose work is below par to improve; and
4. Insuring that all rating reports are submitted to the head of the Office concerned within 15 days after each rating period.

7. Training for Raters and Ratees

Each Department or Agency shall conduct a training course for raters and ratees on the mechanics of rating







under this New Performance Appraisal System. It shall seek the assistance of the Civil Service Commission in the preparation and conduct of such training.

8. Right to Appeal

Since an employee's performance report may influence many vital personnel decisions affecting him, it is important that he has the right to appeal his rating.

An employee who expresses dissatisfaction with the rating given him may appeal through the duly established Grievance Procedure of the Office within five (5) days from receipt of his copy of the performance appraisal report.

**THIS MEMORANDUM-CIRCULAR SHALL TAKE EFFECT IMMEDIATELY.**

(SGD.) JACOBO C. CLAVE  
Acting Chairman



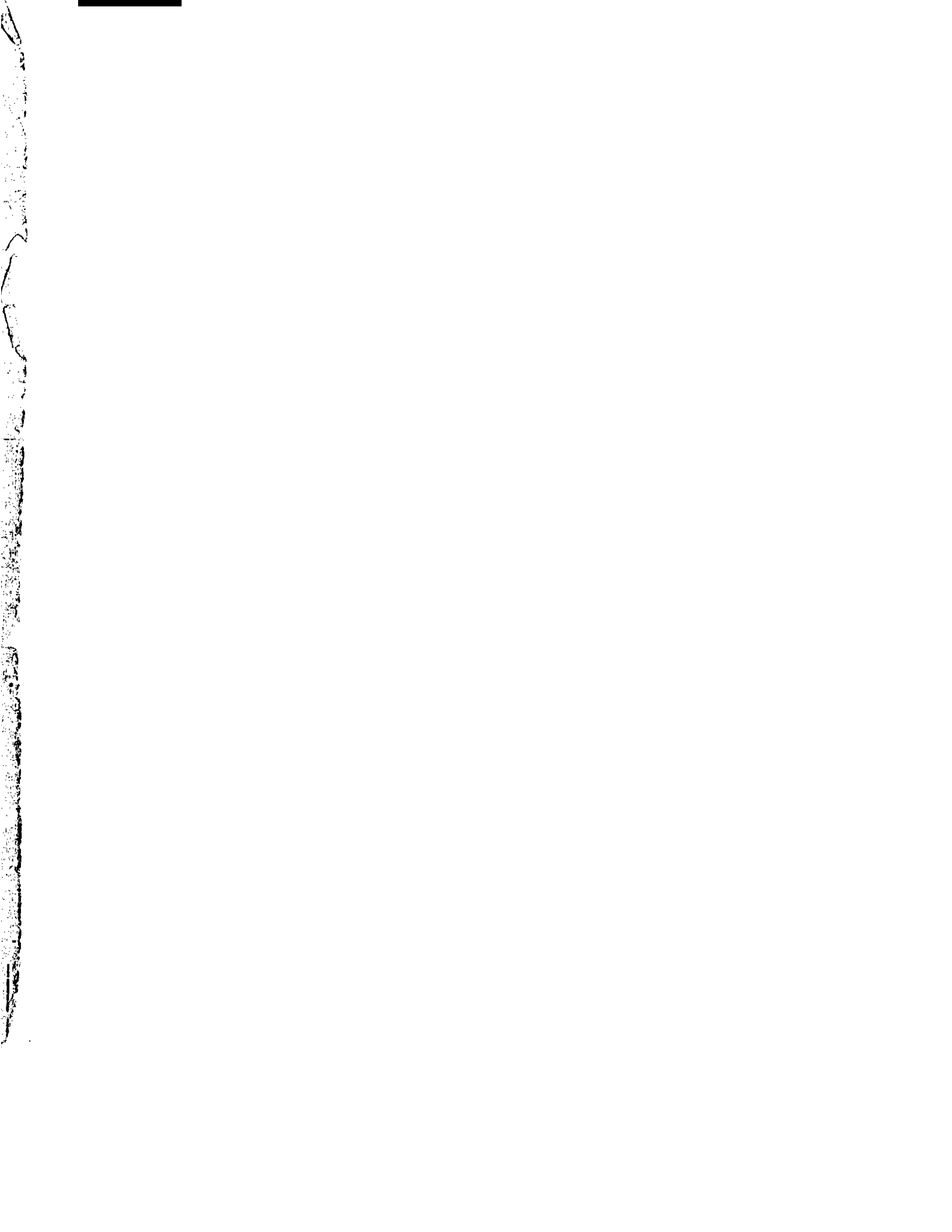














ANNOUNCING JOB PERFORMANCE\*

Point Scores

Remarks:

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

SIGNATURES

Ratee \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Discussed with: \_\_\_\_\_

Rater \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Reviewed by: \_\_\_\_\_

Rater's Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Asst. Director/Director \_\_\_\_\_

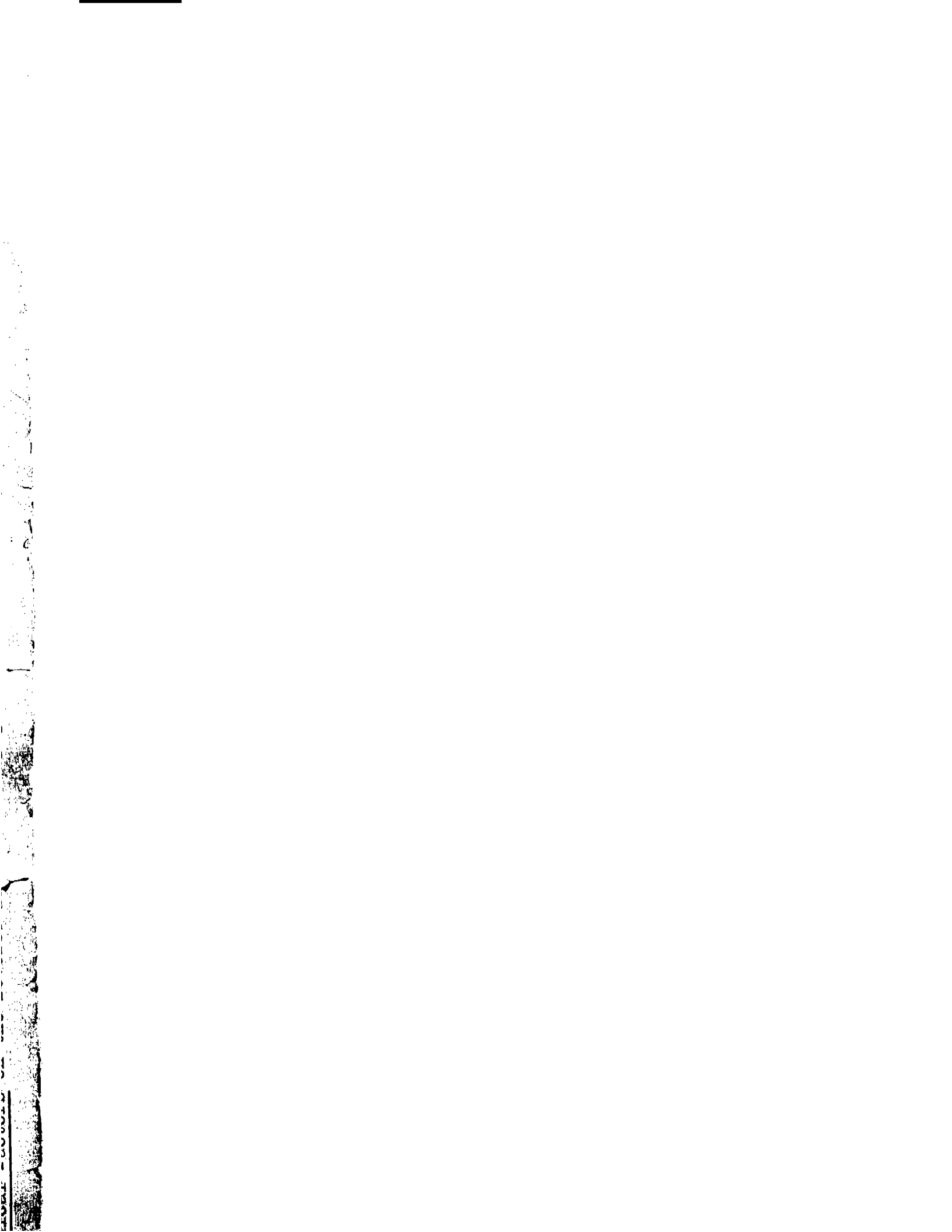
Date \_\_\_\_\_

Additional Factors on the reverse side of this page

s:

ly)









Public Relations:

Public relations shall include the individual's ability to establish and maintain good working relations with superiors, colleagues, and subordinates on the job. It also includes the public with which he transacts official business on the job.

Punctuality and Attendance:

The supervisor has two (2) basic references for rating the employee's time card. Then, he compares the employee's time card with the presence of the employee in the office. Disciplinary action is taken if the employee is not present at a justifiable rating.

Potential:

A potential is a possible talent, ability or skill which can be further developed. In rating this factor, the supervisor considers leadership, supervising abilities, creativity and initiative of the employee, however, who have potentials which are not realized. In cases like this, the supervisor may help the employee to a job which is in line with his potentials.







I agree to achieve these targets  
for the rating period \_\_\_\_\_

to \_\_\_\_\_ 19 \_\_\_\_.

I agree to assist the employe  
achieve his/her targets for  
the rating period \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supe

\_\_\_\_\_  
Date









PERFORMANCE TARGETS WORKSHEET

DIVISION/SECTION \_\_\_\_\_

BUREAU/DEPARTMENT/DIRECTORATE \_\_\_\_\_

KEY RESULT AREAS	PERFORMANCE TARGETS			
	RESULTS	MEASURES OF RESULTS		
		QUANTITY	QUALITY	TIME

THE REVERSE SIDE OF THIS PAGE. THIS FORM WILL BE ATTACHED TO THE PERFORMANCE APPRAISAL REPORT.







## HOW TO PREPARE PERFORMANCE TARGETS

### I. INTRODUCTION

The Government-wide performance evaluation has brought to the fore the constant concern of both supervisor and supervisee regarding the ineffectiveness of the present performance appraisal system. The focus of the system is more on the evaluation of the employee or the person rather than his accomplishments and their effects on the organization.

To correct the weakness of the present system, the Civil Service Commission has evolved a new appraisal system which strives to evaluate the actual performance of employees and at the same time provides for their personal growth and development. This new thrust in performance appraisal is also in keeping with the modern trend in management - the MBO - which is recommended for adoption in all government offices under LOI #469 dated October 1, 1976.

MBO or Management By Objectives is a managerial process characterized by objective formulation and objective implementation with the joint effort of manager, supervisors and supervisees. It is the employee who establishes his own objectives or targets bearing in mind the goals of the organization. The emphasis lies on effectiveness rather than efficiency; output rather than input. There is constant supervisor and supervisee interaction and the latter is evaluated in terms of the target he had set for himself.

However, before the employee can set up workable performance targets, he should first know how to do it. This manual will try to show a "made simple" way of establishing performance targets.

### II. WHAT ARE PERFORMANCE TARGETS?

In the new performance appraisal system, the individual is led to ask this question. "What Am I Supposed to Achieve?" The moment he starts asking this, he is thinking of targets.

The word "targets" has been used interchangeably with goal, objective, and result or any other synonym. However, for the purpose of this manual, the following terms have been assigned their stipulated meanings.









Goals - They refer to long-range expectations of the whole organization. Goals statement is the responsibility of top management. Goals cover a period of 6 to 10 years.

Objectives - These are medium-range events or accomplishments, planned and expected to happen to pursue the long-range goals. They are the concern of middle management and are attainable in a span of 2 to 5 years.

Targets - These are short-range in nature and established by an individual to help achieve the objectives of the organizational unit to which he belongs. Targets take at most 6 months to one year in accomplishing.

### III. STEPS IN ESTABLISHING PERFORMANCE TARGETS

The preparation of performance targets is done twice a year in accordance with the rating period prescribed for appraisal - the first is from January to June; the next, from July to December. However, targets may also be prepared at other times, whenever deemed necessary.

Here are the steps involved in the actual formulation of targets by individual employees.

**Step #1.** Write down the functions as stated in the position description form as well as the employee's actual duties. It is in this step where the supervisor discusses the division/section objectives as they relate to the total organizational goals. The supervisor also clarifies his expectations of his supervisees.

Job descriptions only provide guidelines for the employee on his responsibilities. Many times, however, due to the dynamic nature of the organization, the functions of a certain position changes or are modified depending on organizational need.

**2.** Identify the Key Result Areas (KRA) of the Job and Consequence of Service.







Analyze each of the functions and actual duties of the position and convert each into the job area in which results must be obtained if the overall purpose of the job is to be achieved.

A Key Result Area is also known as the effectiveness area or the area of responsibility.

Examples are:

POSITION	KEY RESULT AREAS
TRAINING OFFICER	<ul style="list-style-type: none"> <li>o Training Courses Designing</li> <li>o Training Evaluation</li> <li>o Facilitator Services</li> <li>o Resource Person Services</li> </ul>
SECRETAR	<ul style="list-style-type: none"> <li>o Typing, Steno., Filing Services</li> <li>o Telephone Calls</li> <li>o Client or Visitor Reception</li> <li>o Boss' Appointment Schedule</li> </ul>
BUDGET OFFICER I	<ul style="list-style-type: none"> <li>o Budget Preparation</li> <li>o Budget Legislation</li> <li>o Budget Execution</li> <li>o Budget Accountability</li> </ul>
MANAGEMENT & AUDIT ANALYST I	<ul style="list-style-type: none"> <li>o Management Study</li> <li>o Management Audit</li> <li>o Manual Preparation</li> <li>o Written Office Communications</li> </ul>









## CONSEQUENCE OF SERVICE OR RESULT OF PERFORMANCE:

Refers to the finished product of each of the targets formulated. Examples:

EMPLOYEES CAN GET TEMPORARY OR PERMANENT JOBS IN GOVERNMENT

CLIENTELE CAN RECEIVE CHECK

EMPLOYEES CAN WRITE THEIR OWN PERFORMANCE TARGETS

### Step #3. Set Up Measures of Results

Measures of results are also known as performance standards. Performance standards are the acceptable level of performance expected of each member in the group. The setting of these measures is done cooperatively by the group.

There are 3 types of performance standards. They are the informal, the statistical and the engineered standards. For an organization that is just beginning to set standards, they can start with the informal measures which are based on experience or sometimes on estimates. In the existence of statistics and historical data, statistical standards can be worked out.

As the organization gains more experience in the area of standard setting, they can develop more sophisticated and accurate measures through time and motion studies. This would require several experiments, whereby various employees of the same position are made to perform a set of activities while the time they spend on each are recorded by a stop watch.

The new performance appraisal system requires measures of Quantity, Quality and Time.







a. Quantity

All performance targets must be quantified in some ways. The unit often used are monetary or physical. Others such as proportion may also be used.

- o Monetary Units : P20,000 sales
- o Physical Units : 100 employees
- o Proportion Units : 5% of the employees
- o Miscellaneous : All employees belonging to the technical and clerical groups.

Avoid standards which are not capable of being measured, such as: MINIMUM, FEW, ADEQUATE, ACCEPTABLE, IMMEDIATELY. They are vague and subjective terms. What is minimum to one person may be too much for another.

b. Quality

Quality can be measured. Proportion units can be used to determine the quality of an employee's output.

Examples:

Finished typing 90% of all letters without any correction.

Increased speed in typing from 40 to 50 words per minute with only 20% error.

Another way of measuring quality is by developing indicators. There are 2 factors considered here. They are:

- (1) the existing conditions that indicate a need for performance improvement, and
- (2) how these conditions will change if performance does improve.









Example: An Assistant Director's Target is --

"IMPROVE MY ACCEPTANCE AND EFFECTIVENESS AS A  
COUNSELLOR TO BUDGET PERSONNEL IN MY OFFICE  
ON BUDGET PREPARATION."

This can be made measurable with non-quantifiable indicators of progress.

Improvement will have occurred when:

- (1) the budget personnel go to this Assistant Director for guidance more frequently;
- (2) they quote the Assistant Director's advice more often in discussion with the OPPPE Director; and
- (3) fewer errors are made in budget preparation.

Time

Time, though one of the easiest elements to include in a target, may sometimes prove to be the most difficult to determine. Some results are known within a short period; others require longer time. How often have employees failed to meet deadlines because of wrong time projection.

Time element can be stated in any of these basic forms:

- (1) End Form: EO (END OF)  
Ex. EO JUL (By Jul 31)  
EO 1972 (By Dec. 31, 1972)
- (2) Beginning Form: BO (Beginning Of)  
Ex. BO JULY (By July 1)  
BO 1972 (By Jan. 1, 1972)
- (3) During Form: DUR (From a certain date to another date)  
Ex. DUR JUL-NOV (From July 1 to Nov. 30)







(4) Specific Form: ON (On the date cited)  
BY (Before or on specified date)

Ex. ON DEC 16 (Before or on Dec. 16)  
BY DEC 16 (Before on Dec. 16)

The End Form is most widely used. The specific form is used when a supervisor's target interlocks tightly with those of others.

Step #5. Formulate statement of target by setting down the result of performance and the measure of Quantity, Quality and Time. Steps 1, 2, and 3 provide the necessary background for the preparation of individual performance targets. The form on the next page is the worksheet which will simplify the target-setting process.

#### Step #6. Test SOUNDNESS OF TARGETS

Sound targets can be easily distinguished from unsound ones by checking them against this list:

<u>SOUND TARGETS</u>	<u>PROBABLY UNSOUND TARGETS</u>
MEASURABLE rather than	NONMEASURABLE
SPECIFIC	GENERAL
RESULTS (OUTPUT)	ACTIVITY (INPUT)
TIME-BOUNDED rather than	TIME-EXTENDED
REALISTIC AND ATTAINABLE	MINIMUM OR UN-ATTAINABLE

Many factors in the above list overlap in some ways, but taken together or separately, they serve as guides to the employee in testing the soundness of targets formulated.

#### a) MEASURABLE

Consider the elements of quantity, quality and time. Whenever applicable also include cost.









b) SPECIFIC

Targets are directions which tell us what to do. If directions use words that have vague or varied meanings, we are prone to make guesses or wrong moves. For example, "Give me a glass of water" may sound specific. However, it is very inadequate because it makes a person guess or ask questions that delay action. Is it cold water, iced water, faucet water, or hot water? In examples below, the left column shows general and therefore vague terms that should be avoided in targets. The right column shows how terms at the left can be made specific.

GENERAL

SPECIFIC

Staff	All OPPPE personnel
Young employees	Employees below 30
Employees long in service	Employees with 20 years or more experience in service
Facilitate printing of materials	Provide printing services
Develop a program	Prepare a program
Administer opinion	Approve or disapprove
Know how to establish performance objectives	Write performance targets
Inform the public	Write an article for press release
Look into the matter	Investigate the matter

c) Results (Output) Oriented

Targets must identify the result of an activity instead of emphasis on the activity itself. Statements like "to conduct orientation training to new employees" or "to improve recruitment policy" are







mere functions and act as general guidelines from which an individual can draw his targets. Examples of results-oriented targets are:

Participants in the orientation program conducted would be able to score 85% in the post evaluation.

90% of new employees will receive a rating of satisfactory in their probationary period.

d) Time-bounded

There are times when target dates are not met. In this case, time period may have been too short or targets are too high. Sometimes intervening work assignments cause the delay in accomplishing original targets. In such cases, one has to make adjustments in the earlier plan, so he can avoid rushing which may affect his performance negatively.

e) Realistic and Attainable

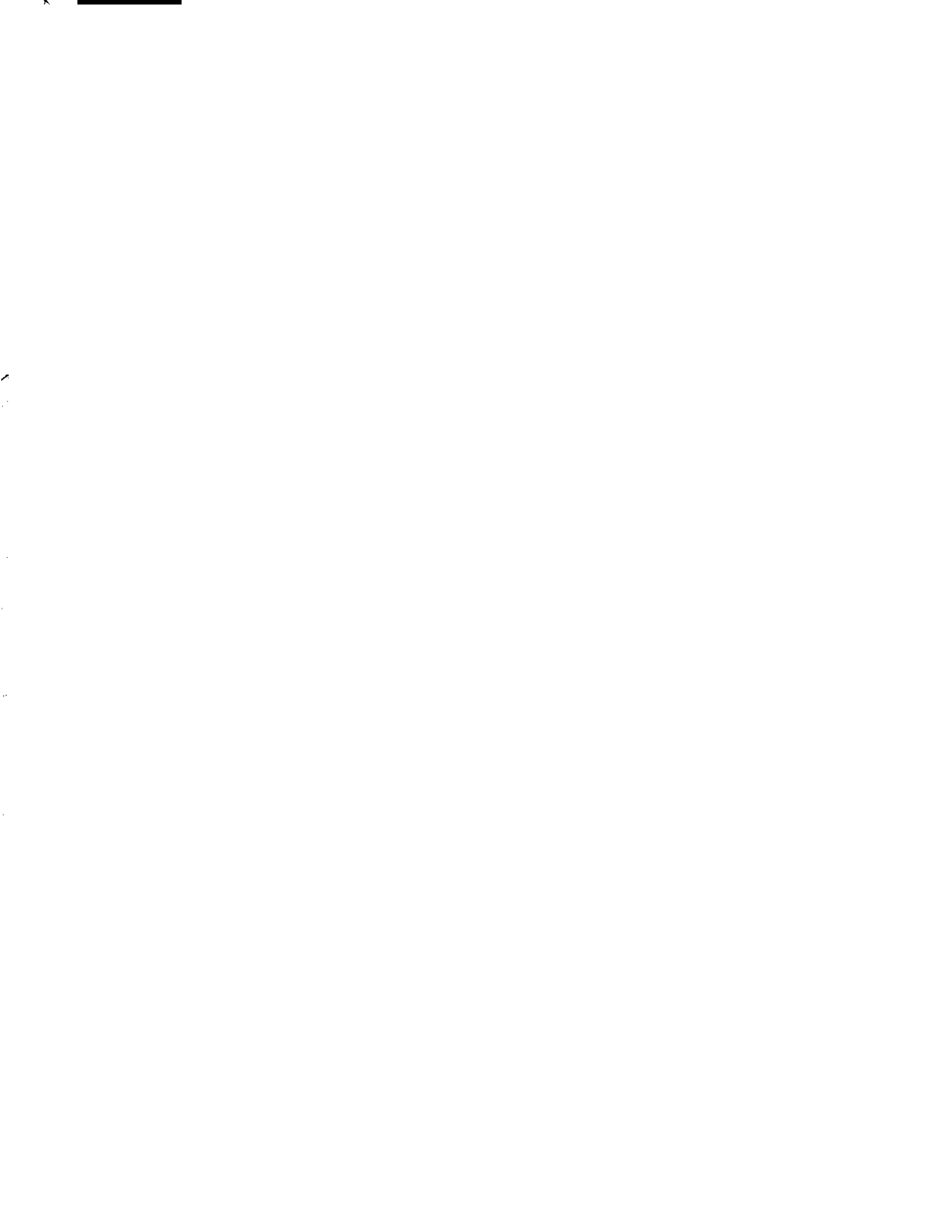
Targets should be something that can be achieved within a reasonable length of time and be within the ability of the person trying to attain it. They should be matched to the span of the individual's satisfaction to perform the job. We should not set targets that go beyond our ability to appreciate or obtain desired results.

#### IV. ERRORS TO AVOID IN TARGETS

In determining targets, these are the errors that frequently occur:

1. Target Overload - Targets are too high and unattainable
2. Target Underload - Targets are too low and do not challenge the employee
3. Targets are not measurable - If they are unmeasurable, then forget them
4. Too many Targets - Having more than 10 Targets probably indicates that the employee does not see the job as a whole.









5. Too complex Targets

- Complex targets tend to be produced as a cover-up against unsatisfactory performance, hidden in them are if's and but's.

6. Too Long or Short a Time Period

- Except for top administration, targets need not usually cover more than a year.

7. Imbalanced Emphasis

- This occurs if there are 5 targets covering 20% of the KRA's of the position and 1 target for the other 80%.







EXAMPLES OF PERFORMANCE TARGETS

FUNCTIONS AND ACTUAL DUTIES	KEY RESULT AREAS	PERFORMANCE TARGETS		
		Results	Measures of Results	T
<p><b>Position: TRAINING OFFICER</b></p> <ul style="list-style-type: none"> <li>Supervises and conducts the in-service training program of an office or agency</li> </ul>	<p>Resource Person Services on: How to Establish Performance Targets?</p>	<p>Performance targets set by participants</p> <p>or</p> <p>participants' rating of my lecture</p>	<p>75% of participants prepared at least 2 correct targets</p> <p>75% of participants give a rating of satisfactory per lecture</p>	<p>within duration of the course</p> <p>within rating periods</p>
<p><b>Position: MANAGEMENT &amp; AUDIT ANALYST I</b></p> <ul style="list-style-type: none"> <li>Participates in review and follow-up of progress of studies made under implementation against set standards, objectives and schedules.</li> </ul>	<p>Monitoring/Controlling/Reporting of Program Implementation</p>	<p>Submitted findings 1 copy of the study on the new performance appraisal system in 5 pilot agencies</p>	<p>1 study approved by supervisor</p>	<p>EO FEE</p>









PERFORMANCE TARGETS

SANCTIONS AND ACTUAL DUTIES	KEY RESULT AREAS	PERFORMANCE TARGETS			
		Results	ON	OF	T
<p>Position: <u>BUDGET OFFICER</u></p> <p>Prepare supporting justifications and explanations for budget proposals</p>	Budget Preparation	Budget justification submitted	per request approval of supervisor	with 90% acceptance	within 2 days after receipt of request
<p>Position: <u>CASHER</u></p> <p>Supervised &amp; participated in payment of salaries, wages and miscellaneous expenses of the agency</p>	Salary Preparation	Weekly salaries given to CSC personnel (Central Office)	100% of personnel	with only 1% shortage or excess	on the 7th, 15th, 22nd, 30th of Jan. to
<p>Position: <u>SECRETARY</u></p> <p>Views callers, refers to proper office and makes appointment for supervisor.</p>	Clientele/Visitor Reception	Clientele/Visitor referred to the right person/office	(NONE)	no complaint by supervisor/office	within the rating period



