

12 July 2024

MEMORANDUM ORDER

No. 201

Series of 2024

SUBJECT: LEARNING AND DEVELOPMENT POLICY

I. RATIONALE

Every official and employee of the government is an asset or resource valued, developed, and utilized in the delivery of basic services to the public. Hence, the development and retention of a highly competent and professional workforce in the public service shall be the main concern of every department or agency. (EO 292, Rule VIII. Sec. I)

The Bureau of Plant Industry (BPI) hereby adopts a comprehensive Learning and Development (L&D) Policy for all permanent employees of the Bureau as per Department of Agriculture Memorandum Order No. 29 series of 2018.

II. BASIC POLICIES

1. All BPI personnel shall be given the opportunity to undergo at least one planned human resource development intervention every year.
2. There shall be no discrimination in the availment of trainings, scholarship, and other human resource development intervention of BPI officials and employees on account of gender identity, sexual orientation, age, civil status, physical disability, religion, ethnicity or political affiliation, economic and social status.
3. Attendance to trainings, seminars, studies and scholarships both local and abroad are subject for deliberation of BPI – Human Resource Development Committee (HRDC) and approval of the Director.
4. BPI – HRDC shall ensure equal, adequate, safe participation and gender balance among participants and learners.
5. L&D resources shall be distributed fairly, appropriately, and in a timely, and cost-effective manner.

III. SCOPE/COVERAGE

1. All permanent officials and employees may avail the opportunities for local/overseas scholarship and other training grants including attendance to seminars, conventions, conference, and training to enhance and upgrade their professional and technical knowledge, skills and competencies.
2. Human Resource Development Program refers to activities aimed at enhancing career programs and personnel growth which include scholarships, study grants, study leave, trainings, seminars, workshop, conferences, and conventions.

3. Self-solicited scholarship, training grants and Continuing Professional Development (CPD) Program for all Regulated professions accredited by CPD Council and PRC may be allowed on highly meritorious cases as may be determined by the Director thru HRDC.

IV. GUIDELINES IN THE AVAILMENT OF LEARNING AND DEVELOPMENT PROGRAMS

1. Availment of all human resource development program shall be based on the applicants' need and career path. Priority shall, however be given to applicants (1) who have not availed of any scholarship, study grant, training, seminar, workshop, conference or convention for the last two years; and (2) whose functions are relevant to the programs.
2. Local training, seminar, convention, and conference can be availed of by an employee at least once a year.
3. Application for scholarship, training, seminar, conventions and conference whether sponsored by and/or funded by BPI or other government and non-government institutions should not prejudice the duties and responsibilities of the employee/applicant. Hence, prospective trainees/applicants should secure recommendations from the Chief of offices.
4. Attendance of personnel in authorized human resource development program shall be on official time.
5. Participants or beneficiaries of any human resources development program shall be relieved of all duties and responsibilities for the duration of the program.
6. To avail of any Human Resource Development Programs, the applicant:
 - a. Must have rendered at least (2) years of service in the government at the time of nomination or as prescribed by the donor country
 - b. Must hold a permanent appointment at the time of nomination
 - c. Must have obtained a Very Satisfactory performance rating for two consecutive periods preceding the nomination
 - d. Must have no pending administrative and/or criminal case
 - e. Must have no pending nomination/approved application for scholarship
 - f. Must have already rendered the required service obligation of a scholarship previously enjoyed
 - g. Must be physically fit to travel and undergo training /study both locally and abroad
 - h. Foreign Scholarship Training Program (FSTP) applicants, must have a college degree and/or sufficient demonstrated ability and experience related/relevant to the course applied for and must meet the position level, age, education, and experience required and specified by the donor country/organization/course.
7. Government officials and employees may be authorized to participate in conventions, seminars, conferences, symposia and such other activities conducted by non-government organizations or private institutions for a fee, as part of the human resource development program, chargeable against government fund. The

registration or participation fee shall not exceed Php 2,000.00 per day for each participant. (National Budget Circular No. 563, DA Memo No. 08, s.2018)

8. All human resource development program of all Division/Center/Sections shall be coordinated by the Human Resource Section (HRS). HRS and the Division/Center/Section concerned shall jointly implement the L&D intervention.
9. HRS will prepare a list of priority needs for organizational and manpower training, educational and development, and classify priority needs into specific areas.
10. HRS will help identify the L&D interventions that may be provided for the employees recommended by their respective supervisors.
11. HRS will use appropriate technology and Learning Development interventions to promote expected behavior and performance at the workplace.
12. HRS shall use various learning approaches and strategy suited to the participants learning style.
13. HRS and the Division/Center/Section concerned shall jointly implement and monitor the employees' Individual Development Plans (IDPs) to ensure that employees are following their respective plans for achieving their learning and career goals. Individual Development Plan can also be used as a tool to enhance the skills or develop potentials of employees who perform well and to improve or correct performance of employees who fail to meet targets.
14. BPI through HRS may send participants to a public seminar/ external training suited to their L&D needs. Hence, participants are requested to complete, prepare, and submit to the HRS their Learning Application Plan (LAP) at the end of the training intervention. LAP describes the training program attended and how learning maybe applied to their respective places.
15. HRS and the Division/Center/Section concerned will submit a Training Completion Report (TCR) about the L&D in-house training programs. The report shall contain highlights of the training programs, training evaluation results and other development interventions; Learning Service Providers (LSP)/facilitators performance and observation and participant recommendation.

Basis of L&D Interventions

- a. L&D needs identification and analysis shall be based on employee's performance, competency gaps and career growth.
- b. The Annual Division/Center/Section L&D Plan shall be prepared prior to the start of the year as a result of the Training Need Assessment (TNA) (Appendix 1) and the consolidated Individual Development Plans (IDP's) (Appendix 2).
- c. BPI's Annual L&D Plan shall be prepared based on the submitted L&D plan of each office.
- d. L&D Interventions identified in the annual L&D Plan shall take into consideration the workforce developmental needs of BPI.
- e. L&D hours per employee shall be based on the number of hours as indicated in the Individual Development Plan.

16. Development and Approval of L&D Interventions

- a. L&D programs that are participated by BPI official and employees require management approval based on HRDC review and recommendation.

17. Qualification and Selection of Learners

- a. All L&D interventions shall target intended learners based on the TNA and IDP of officials and employees.
- b. Registration for the program shall be on a "first come-first served" basis and upon submission of HRS Learners Registration/Confirmation form.
- c. Profile of the participants shall be prepared and provided by the HRDC secretariat to the Learning Service Provider before the conduct of the program.

18. Cancellation, Rescheduling and Submission

- a. Rescheduling or cancellation of confirmed participants maybe made through a written notice by the Head of Office of the employees concerned five (5) days before scheduled program.
- b. In case the pre-targeted participant cannot attend a specific training program, the head of the office and the employee himself shall ensure that the L&D intervention mentioned in the employee's IDP shall still be pursued.
- c. Substitution of participants may be allowed after confirmation has been made only when the program design allows for replacement or substitution and an advice has been properly and timely made.
- d. In case where replacement or substitution may be allowed, the names of the employees shall be forwarded to the L&D implementer/HRDC at least five days before the date of the activity.
- e. An L&D intervention shall be cancelled or rescheduled due to any of the following circumstances:
 - i. Force Majeure;
 - ii. Delay in the Procurement process; or
 - iii. Unavailability of Resource person and participants

19. Certificate of Completion/Training

- a. A certificate of completion/training shall be awarded to a participant or learner who has attended and participated in at least 80% of the session and submitted the required output/s.
- b. L&D implementer/HRDC shall ensure an accurate recording of attendance and list of submitted output as certified by the Human Resources Section.

20. Learning Application

The official employee shall submit to the Director a Learning Application Plan (LAP) (Annex 1) within five (5) days after attending an L&D intervention outside the Bureau. However, Academic Scholars shall submit Re-entry Action Plan (REAP) (Annex 2).

21. Records Maintenance and Management

The following records shall be maintained by the L&D Implementers (HRS).

- a. Training Completion Report (TCR)
- b. List of participants per training/development intervention containing a breakdown of female and male learners and their levels of position
- c. Profile of Learning Service Providers (LSPs) and programs they facilitated and conducted.
- d. Training Activity Plan
- e. In-House Training Database containing Training and Development Interventions attended per employee per year

V. L&D OPPORTUNITIES

1. Scholarships both local and overseas
2. Continuing Professional Development offered by academic institutions (RA 10912, Section 13, Article III, series of 2016)
3. Trainings - In-House Training (Conducted by HRS)
External Training/Public Offering (Outside of BPI)

VI. APPLICATION FOR THE GRANT OR AVAILMENT OF STUDY LEAVE

1. Applicant/s must possess all the qualifications as provided under CSC Memorandum Circular No. 21, series of 2004 as amended.
2. Applicant/s for the study leave must submit proofs of completion corresponding to the purpose of the leave such as:

For Board/Bar Examination- Certification of Grades from the
School/University, Professional Regulation
Commission (PRC), Supreme Court

For Thesis/Dissertation Writing - Approval Sheet of the thesis/Dissertation by
the panel and Dean of the graduate school and a
copy of approved thesis outline/proposal
(Chapters 1,2, and 3)

3. Applicant/s must secure a favorable recommendation from the Division/Center/Section Chief.
4. All applicants for study leave both local and foreign must pass through the HRDC evaluation and approval, , to ensure that the course and/or the thesis proposal are relevant to the official duties and responsibilities of the applicant as well as to the Bureau's mandates.
5. The Division/Center/Section Chief shall ensure that the existing duties and responsibilities of the grantee are properly delegated and assigned, so as not to

hamper the operations/functions of the Division/Center/Section for the duration of the study leave.

6. A grantee can avail of the study leave only once, and no extension beyond the approved period shall be allowed, except under meritorious cases to be determined and evaluated by HRDC. However, in case of approval of extension, all existing government rules in the availment of Leave of Absence shall apply.
7. The grantee need not be rated during the period of his/her study leave; the performance rating prior to the grant of the study leave shall be used instead, as necessary.
8. Prior to the commencement and consummation of study leave, BPI and grantee shall execute a Study Leave Service Contract to be prepared and provided by the HRS.
9. In case the official or employee fails to render in full-service obligation referred to in the contract on account of voluntary resignation, optional retirement, separation from the service through his own fault, or other causes within his control, he shall refund the gross salary, allowances and other benefits received while on study leave based on the following formula

$$R = \frac{(SOR - SOS)}{SOR} \times TCR$$

where R = Refund
TCR = Total Compensation Received (Gross Salary, Allowances and other benefits received while on study leave)
SOS = Service Obligation Served
SOR = Service Obligation Required

10. The service obligation to the Bureau shall be as follows:

Period of Grant	Service Obligation
One (1) month	Six (6) months
Two (2) to Three (3) months	One (1) year
More than three (3) to six (6) months	Two (2) years

VII. FUNDING

1. All L&D activities for the attendance/participation, delivery arrangement, to be purchased and/or outsourced by HRS and other offices concerned shall be coursed through the proper channel for approval in accordance with the existing government rules and regulations.
2. All In-House Trainings conducted by HRS will be funded by BPI subject to existing accounting and auditing rules and regulations.
3. Authority to attend Training, Seminar, Workshop, Forum, Conventions, and similar activities on official time shall be approved by the Director. Training/registration fee for these activities will be shouldered by their respective offices.
4. Expenses for local and foreign scholarships and training programs will be shouldered by the sponsoring country/agency.

This order shall take effect immediately and shall supersede Memorandum Order No. 225 series of 2023 and all other Orders inconsistent herewith.

Done this 18th day of July 2024.


GERALD GLENN F. PANGANIBAN, Ph.D.
Director

Appendix 1. A Guide in Conducting a Training Need Assessment

Training Needs Assessment (TNA) is a process that will guide implementation of Bureau of Plant Industry's (BPI) learning and development initiatives. TNAs will be used to identify areas of growth, understand what's missing in the current training framework, and pinpoint new skills that are becoming necessary for BPI's success. It helps answer questions about the current needs, budget priorities, the strength of the existing resources, and what direction to aim for future initiatives.

1. The first step is to conduct competency assessment. The competency level assessment determines the proficiency level of officials and employees of BPI on the competencies required by their position. As such, an employee is assessed whether he/she exceeds, meets or does not meet the required proficiency level.

Exempted to be assessed are the following:

- a. Director
- b. Assistant Director
- c. Newly hired employees who are less than three (3) months in the service; and
- d. Those who are soon to retire from the service within the next six (6) months.

Annex 3 shows the procedures for Identifying Target Competency

2. Conduct of Training Needs Assessment

Every employee with identified performance gap should submit the Training Need Assessment Form (Annex 4).

There are three levels of training needs assessment based on your organization's goals and the knowledge and skills required for goals at each level:

Organizational level TNA – It determines training needs related to performance metrics, new employee knowledge at the company-wide level, and continuous training to optimize company performance and productivity to achieve its goals. It's designed to address problems and weaknesses of the organization as well as to further improve the company's current competencies and strengths. More importantly, it takes into account other factors like trends and changes in the economy, politics, technology, and demographics.

Group/job role level TNA – This type of analysis identifies specific training needed to upskill a team, or a division. Moreover, it determines which occupational groups experience skills gaps or discrepancies and ways to eliminate them.

Individual level TNA – This training needs assessment is dedicated to an individual or individuals in a team. It is conducted in conjunction with a project or changes that could

impact each team member. It is also used for an employee's personal development for future career advancement.

Steps in Conducting Training Needs Assessment

1. Define Organizational Goals. TNA is always initiated by an organizational symptom or pain point. The pain points often also relate to new opportunities that an organization wants to get ready for.
2. Develop relevant job behaviors. Define the appropriate job behaviors that will build this competency to help achieve the organizational goal.
3. Define the required knowledge and skills. The behaviors need to be specified before we can move on to a training program. The more specific we can make these behaviors, the easier it will be to create training programs that fulfill these behavioral dimensions.
4. Develop Training. The final step in the process is the training design.

Appendix 2. Individual Development Plan

All employees shall submit Individual Development Plan (IDP) using the form shown in Annex 5.

Pointers in Accomplishing IDP

1. Column 1 (Competency Gaps) - This refers to the Competencies that are NOT MET as seen in the Identified Target Competency;
2. Column 2 (Priority for IDP) - This refers to the competencies that are not met and that are needed to be prioritized in the crafting of the IDP.
3. Column 3 (Specific Behavioral Indicators NOT Demonstrated) - behavioral indicators are the actions, habits, and characteristics that affect how people engage, talk, and do their jobs at work. These indicators look at things like conversation style, teamwork, leadership traits, flexibility, creativity, and problem-solving abilities.
4. Column 4 (Development Activity) – Identify one or more developmental activities you can take to address the specific competencies not met. Consider a variety of developmental approaches like learning and development, coaching, mentoring, job shadowing, self-study, etc.
5. Column 5 (Support Needed) – What assistance (resources, feedback, permissions, and tools) will you need to accomplish each development activity.
6. Column 6 (Trainer or Provider) – Indicate a person or an institution whether internal or external which can assist you achieve your Development Activity.
7. Column 7 (Schedule or Completion Date) – This is the target date or expected date of completion of the Development Activity.

Annex1

Learning Action Plan



Department Of Agriculture
BUREAU OF PLANT INDUSTRY

LEARNING APPLICATION PLAN FORM

(PORMULARYO NG PAGPAPAIRAL NG PANUKALA NG KASA NAYAN)

Participants Printed Name and Signature (Limbag na Pangalan ng Magsasanay at Lagda): _____

Position/Designation (Katungkulan): _____

Title of Training Program/ Course/ Seminar/ Symposium/Workshop/ Conference/Convention (Pamagat ng Pagsasanay/ Seminar/ Kumperensiya/ Pulong)	Inviting Agency/ Venue & Duration (Ahensya na Nag-anyaya/ Tagal/Lugar ng Pagsasanay)	Course Description (Paglalarawan ng Pagsasanay)	Course Objectives (Hangarin ng Pagsasanay)	Learning Insights (Pagbatid Kaalaman)	Application Plan (Pagpapairal ng Panukala)

Noted by (Nabatid ni):

Immediate Supervisor (Tuwirang Superbisor)

Designation (Katungkulan)

Annex 2

Re-Entry Action Plan (REAP)



RE-ENTRY ACTION PLAN (REAP)

I. Program Description

Title: _____

Date/Duration: _____

Venue: _____

Conducted by: _____

Sponsoring Institution: _____

Objectives: _____

II. Re-Entry Action Plan (REAP)

I. Competency/ies Achieved/Learning Gained				
II. Summary of the REAP				
<u>Activities</u>	<u>Expected Output</u>	<u>Schedule of Implementation</u>	<u>Budget</u>	<u>Remarks</u>
Prepared by:			Discussed with and approved by:	
_____ Signature over Printed Name			_____ Signature over Printed Name	
Position: _____ Office: _____ Date: _____			Position: _____ Office: _____ Date: _____	

Annex 3

Identifying Target Competencies



Department of Agriculture
BUREAU OF PLANT INDUSTRY

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June 13, 2024

MEMORANDUM ORDER

No. 173
Series of 2024

SUBJECT: IMPLEMENTATION OF IDENTIFYING TARGET COMPETENCIES

In the interest of the service and in view of the implementation of the Bureau of Plant Industry (BPI) Strategic Performance Management System (SPMS), all BPI officials, Division/Center and Section Chiefs and Unit Heads are hereby directed to comply with the procedure manual and related forms on "Identifying Target Competencies" attached to this Memorandum Order.

This procedure aims to improve or correct the performance of employees with poor or unsatisfactory ratings.

This order shall take effect immediately and shall supersede all other orders inconsistent herewith.


GERALD GLENN F. PANGANIBAN, Ph.D.
Director



Bureau of Plant Industry
PROCEDURES MANUAL

Document No.: BPI-QMS-HRS-L&D-OP1

Preparation Date: June 14, 2024

Revision No.: 0

Page 1 of 2

Operating Unit: Human Resources Section

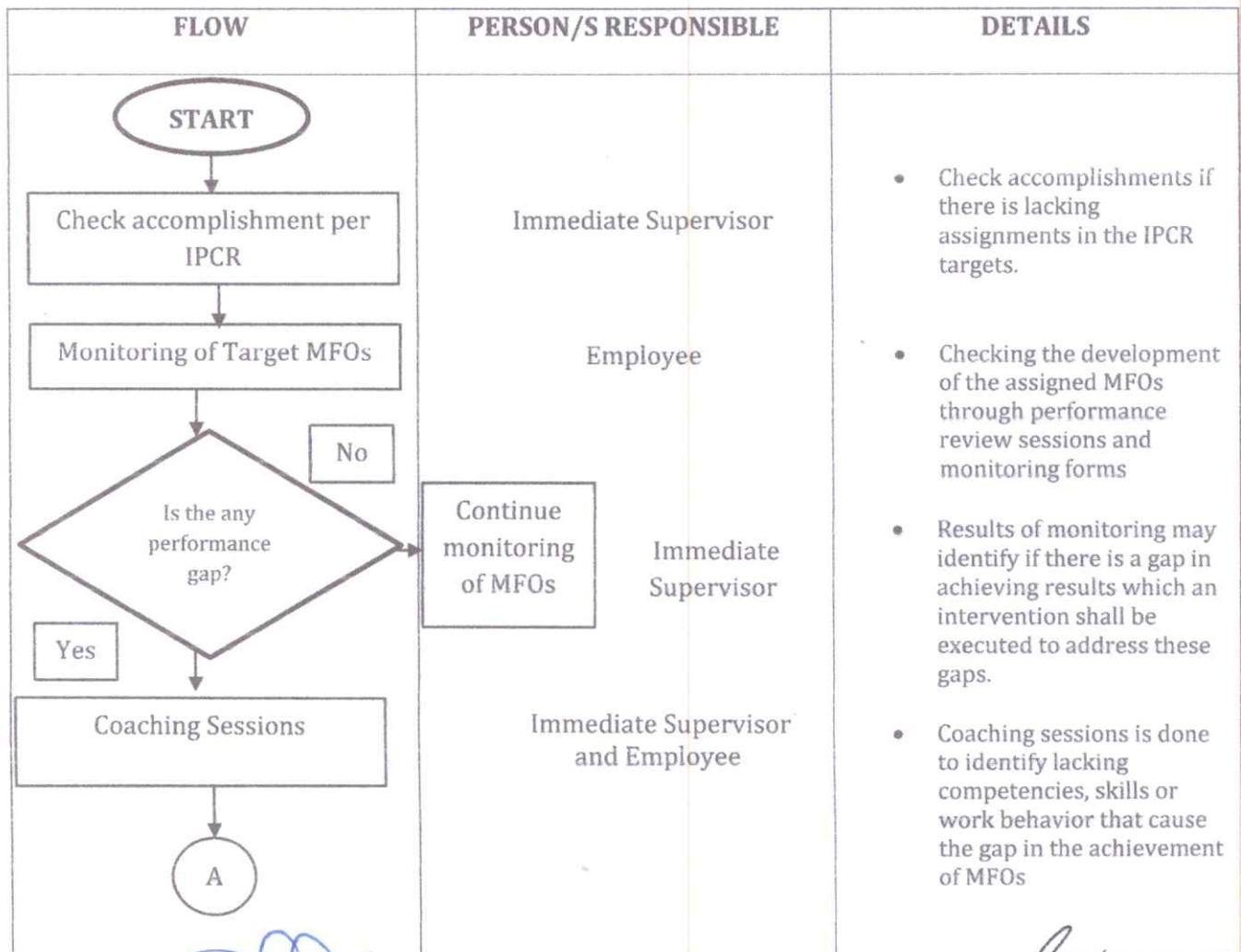
Subject: Identifying Target Competencies

- 1.0 Objective** - To improve or correct performance of employees with unsatisfactory or poor performance ratings. This will also form the required competencies of the specific position of the incumbent employee.
- 2.0 Scope** - This procedure covers the monitoring of target deliverables agreed in the Individual Performance Commitment and Review Form (IPCR), coaching sessions if any performance gaps are monitored, coaching sessions and identifying needed competencies required and will arise during the coaching session.

3.0 Definition of Terms:

- IPCR** - Individual Performance Commitment and Review Form
MFO - Major Final Output
IDP - Individual Development Plan

4.0 Procedures



Prepared by: **ELLAINE T. MOLON**
OIC, Human Resources Section

Approved by: **GERALD GLENN F. PANGANIBAN, Ph.D.**
Date Signed: 06-19-24 Director



Bureau of Plant Industry
PROCEDURES MANUAL

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Operating Unit: Human Resources Section

Subject: Identifying Target Competencies

FLOW	PERSON/S RESPONSIBLE	DETAILS
<p>A</p> <p>Formulate Individual Development Plan</p> <p>Incorporate identified competencies to the Position Description</p> <p>END</p>	<p>Employee</p> <p>Immediate Supervisor and Employee</p>	<ul style="list-style-type: none">Identified lacking competencies, skills and behavior will be form the Individual Development Plan which shall be executed at the best possible time.All identified competencies, skills and work behavior shall be incorporated to the Position Description under position owned by the employee for updating and hiring reference.

5.0 Forms Used and Records Generated

1. IPCR
2. Office Tracking Tool for Monitoring Targets
3. Employee Tracking Tool for Monitoring Targets
4. IDP Form
5. Monitoring and Coaching Journal
6. Coaching Report Form

6.0 Reference

Department of Agriculture Dept. Order No. 5 s. 2019 – DA SPMS
Department of Agriculture Memo. Order No. 31 s. 2021 Personnel Development

7.0 Effectivity

The effectivity date of this document shall be five (5) working days after the approval by the authorized signatory.



Prepared by: **ELLAINE T. MOLON**
OIC, Human Resources Section

Approved by: **GERALD GLENN F. PANGANIBAN, Ph.D.**
Date Signed: **06-19-24** Director



Department of Agriculture
BUREAU OF PLANT INDUSTRY
692 San Andres St., Malate, Manila, Philippines

COACHING REPORT FORM

Date	
Name of Coach	
Name of Employee	
Attendance (If Group Coaching)	

Coaching Agenda

Coaching Goal	
Reality of Problem Situation/Issue	
Options/Opportunity	

Committed Actions	
Who will do?	
Resources Needed (time, funds, approval etc.)	
Date that the Coachee or Team commits to	

Note: Always start with the sharing or follow-up of commitments from the previous coaching session. Please use extra forms if there are more than one agenda item discussed.

Agreed next meeting is on: _____

Key Points of What Was Shared:

--

Process observation of the Coach (Observable Behavior of the Coachee/Team being coached, General Disposition, Changes in Attitude since the last coaching, Level of Coping with the Demands of Work)

--



Department of Agriculture
BUREAU OF PLANT INDUSTRY
692 San Andres St., Malate, Manila, Philippines

PERFORMANCE MONITORING AND COACHING JOURNAL

Office: _____
Office Head: _____
Number of Personnel in the Office: _____

	1 st	Q U A R T E R
	2 nd	
	3 rd	
	4 th	

Activity	Mechanism/s				Remarks
	Meeting		Memo	Others (Pls. specify)	
	One-on-One	Group			
Monitoring					
Coaching					

Please indicate the date in the appropriate box when the monitoring was conducted.

Conducted by:	Date:	Noted by:	Date:
Immediate Supervisor		Office Head	

Annex 4

Training Needs Assessment Form

Training Needs Assessment

What type of training is needed to close the skills and knowledge gaps?
Fill in your own data for the goals, job behaviors, skills and knowledge and their levels, need for training, and training recommendations.

Job to be assessed:

Goal	Job Behavior	Skills/Knowledge	Skills/Knowledge Level	Need For Training	Training Recommendations
What organizational goal are we trying to achieve?	Which job behaviors contribute to achieving this goal?	Which skills and knowledge components are required to display the relevant behaviors?	What are the levels of the required skills and knowledge on a scale 1-5 (1 - lowest level, 5 - highest level)?	What is the level of need for training?	What type of training is needed to close the skills and knowledge gaps?

Employee's Name and Signature

Position/Designation

DOCUMENT NO: BPI-QMS-HRS-L&D-F3

EFFECTIVITY DATE: July 12, 2024

REVISION NO: 0

Supervisor's Name and Signature

Position/Designation

Annex 5

Individual Development Plan

INDIVIDUAL DEVELOPMENT PLAN

[illegible]