



Republic of the Philippines
Department of Education
 Cordillera Administrative Region
SCHOOLS DIVISION OFFICE OF ABRA

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Office of the Schools Division Superintendent

February 6, 2024

DIVISION MEMORANDUM
 No. 065 s.2024

GUIDELINES ON THE CRAFTING, SUBMISSION AND ACCOMPLISHMENT OF WORKPLACE APPLICATION PLAN (WAP) AND CERTIFICATION OF LEARNING AND DEVELOPMENT APPLICATION

To: All SDO Personnel
 Elementary and Secondary Public Schools Heads
 Elementary and Secondary Public Schools Teaching and Non-teaching Personnel

- Pursuant to *DepEd Order No. 44, s. 2023* – Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs, *DepEd Order No. 007, s. 2023*- Guidelines on Recruitment, Selection and Appointment in the Department of Education and *DepEd Order No. 2, s. 2015* – Guidelines on the Establishment and Implementation of Results-based Performance Management System in DepEd, this Office through the SGOD-Human Resource Development Section and Personnel Development Committee, hereby issues the attached templates in crafting Workplace Application Plan (WAP/formerly known as the Re-entry Action Plan - REAP) on the application of Learning and Development (L and D) programs or activities attended by all SDO and school-based personnel which are geared towards enhanced delivery of quality basic education and improved learning outcomes.
- The attached templates are aimed at providing harmonized application of Professional Development Programs (PDP)/activities attended.

Specifically, the templates are to:

- prescribe essential parts of the Workplace Application Plan (WAP);
 - serve as documentation of the application of learning and application of education;
 - provides guidance to the proponents on the process of planning and implementing of work application plans.
- Attached herewith are the following templates for reference and guidance which are downloadable thru this link – <http://tinyurl.com/WAPMemoAndEnclosures>

- Enclosure 1.a: Workplace Application Template (WAP) for Learning and Development (Application of L and D)
- Enclosure 1.b: Workplace Application Template for Education (Application of Education)
- Enclosure 2: Work Application Plan completion report
- Enclosure 3: Process flow on the preparation, accomplishment and certification of WAP
- Enclosure 4.a: Competency Matrix for all personnel across positions -Core Behavioral Competencies
- Enclosure 4.b: Competency Matrix for Heads/Managerial Positions



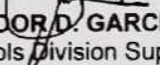
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4. Approval of the Work Application Plan/Project (WAP) for training programs, seminars, workshops and other related activities attended should be done **five (5 days) AFTER** the conduct of the Professional Development Program (PDP)/ activity. For PDPs sponsored by NEAP, the prescribed timeline shall be followed.
5. For post graduate units earned, WAP shall be submitted for approval **WITH** the final rating/grade of the specified subject/s. For a completed post graduate degree, the official transcript of records shall be attached to the WAP to be approved.
6. The Workplace Application Plan/Project should be implemented within six (6) months after its approval. For Professional Development Programs (PDPs) and post-graduate units or degree completed, five (5) years (2019-2023) before the issuance of this Division Memorandum, retroactive implementation of the WAP is considered.
7. Approved Work Application Plan/Project and duly signed accomplishment report shall be uploaded thru this link: <http://tinyurl.com/SDOAbraWAPSubmission>
8. For immediate dissemination and strict compliance.


AMADOR D. GARCIA SR., EdD, CESO VI
Schools Division Superintendent

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(Enclosure No. 7 to DepEd Memorandum No. 044, s. 2023)



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Enclosure 1.a - DM _____, s. 2024

National Educators Academy of the Philippines

WORKPLACE APPLICATION PLAN FOR LEARNING AND DEVELOPMENT (Application of L and D)

Name of PDP Participant	<i>First Name, MI, Surname</i>	Office/School and Position
Title of Professional Development (PD) Program/s Attended	<i>(no acronyms)</i>	Date of Delivery
Name of Immediate Supervisor		PD Program Provider
		Office/School and Position

Background and Rationale of Workplace Application Plan (WAP):

What is your plan/project? (describe briefly- you can craft a title of the project or activity)

(Briefly describe why the WAP will be implemented. Identify the competency gaps that will be addressed and current performance level on key result area(s).

What is your specific KRA that is related to the PDP attended? state the importance of this training in the delivery of such KRA, what is your competency that will be strengthened if you apply your learnings from this PDP?

Expected Performance Improvement			Means of Verification
Competencies for Development	Key Result Area(s)	Expected Improvement in Performance Indicator	
Refer to the Competency Matrix enclosure 4	The specific KRA	Review the PIs under the specified KRA	Expected accomplishments, results, outputs

Types of Intervention (these interventions may also be specified in the WAP)				Others (Please specify)
Committee Work (being a part of a particular committee to be able to practice the learning)	Job Shadowing (On the job training particularly- following and closely observing another employee performing the role)	Informal Job Embedded Learning (JEL) Activities (grounded/ integrated in the daily work)	Means of Verification	
Job Expansion (additional tasks)	Special Project (design and implement a particular project for implementation)			
Job Rotation -(movement of employees from one job/ function to another)	Stretch Assignments (a project or task beyond the level of your knowledge or skill wherein in-depth training/immersion to the job is needed)	WAP Implementation (accomplish as stated in the WAP)		

Briefly describe the intervention (e.g., type of special project, nature of committee and role of learners, etc.), and specify duration and offices where learner will be assigned, if appropriate. Describe in one to two paragraphs.

Application Objective			
State what learner will be able to do by the end of the WAP, following ABCD (Audience-Behavior-Condition-Degree) guidelines. (observable and measurable)			
Learning Objectives (What learner be able to do by the end of an activity/ learning session)	Activities (Activities that learner will engage in to meet each learning objective)	Timeline (Specify dates as to the start-end of each activity)	Support/Resources (Office order, information, etc. needed)

Prepared by (name and position):	Signature	Date
PDP Participant		

Recommending Approval (name and position):	Signature	Date
Immediate Head		

Reviewed by: (name and position)	Signature	Date
PDP Focal Person / Proponent or designated member/s of Program Management Team (PMT)		

Recorded and control number issued by:	Signature	Date
EDEN T. ADRIATICO/JESTONI B. BALNEG SEPS / EPS II		

WAP Control no. _____

Approved by:	Signature	Date
AMADOR D. GARCIA SR., EdD, CESO VI Schools Division Superintendent		

NOTE: Texts in color red are guides in accomplishing the WAP, kindly delete these as the information/data are provided, so with this note.

(Enclosure No. 7 to DepEd Memorandum No. 044, s. 2023)



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Enclosure 1.b - DM no. _____ s. 2024

National Educators Academy of the Philippines

WORKPLACE APPLICATION PLAN FOR EDUCATION (Application of Education)

Name of Student	First Name, MI, Surname	Official Station
Course (Post Graduate)		School Year and Semester
		School
		Subject Description
		Final Grade
Name of Immediate Supervisor		Year Graduated (for completed degree programs)
		Office/School and Position

Background and Rationale of Workplace Application Plan (WAP):

What is your plan/project? (describe briefly- you can craft a title of the project or activity)

(Briefly describe why the WAP will be implemented. Identify the competency gaps that will be addressed and current performance level on key result area(s).

What is your specific KRA that is related to the PDP attended? state the importance of this training in the delivery of such KRA, what is your competency that will be strengthened if you apply your learnings from this PDP?

Expected Performance Improvement			
Competencies for Development	Key Result Area(s)	Expected Improvement in Performance Indicator	Means of Verification
<i>Refer to the Competency Matrix</i>	<i>The specific KRA</i>	<i>Review the PIs under the specified KRA</i>	<i>Expected accomplishments, results, outputs</i>

Types of Intervention (these interventions may also be specified in the WAP)				Others (Please specify)
Committee Work (being a part of a particular committee to be able to practice the learning)	Job Shadowing (On the job training particularly following and closely observing another employee performing the role)	Informal Job Embedded Learning (JEL) Activities (grounded/integrated in the daily work)	Others (Please specify)	
<i>Job Expansion (additional tasks)</i>	<i>Special Project (design and implement a particular project for implementation)</i>	<i>WAP Implementation (grounded/integrated in the daily work)</i>		
<i>Job Rotation –(movement of employees from one job/function to another)</i>	<i>Stretch Assignments (a project or task beyond the level of your knowledge or skill wherein in-depth training/immersion to the job is needed)</i>	<i>WAP Implementation (grounded/integrated in the daily work)</i>		

Briefly describe the intervention (e.g., type of special project, nature of committee and role of learners, etc.), and specify duration and offices where learner will be assigned, if appropriate. Describe in one to two paragraphs.

Application Objective

State what learner will be able to do by the end of the WAP, following ABCD (Audience-Behavior-Condition-Degree) guidelines. (observable and measurable)

Learning Objectives (What learner be able to do by the end of an activity/ learning session)	Activities (Activities that learner will engage in to meet each learning objective)	Timeline (Specify dates as to the start-end of each activity)	Learning Facilitator (Immediate Supervisor or peer assigned to guide learner)	Support / Resources (Office order, information, etc. needed)

Prepared by (name and position):	Signature	Date
PDP Participant		

Recommending Approval (name and position):	Signature	Date
Immediate Head		

Reviewed by: (name and position)	Signature	Date
PDP Focal Person/ Proponent or designated member/s of Program Management Team (PMT)		

Recorded and control number issued by:	Signature	Date
EDEN T. ADRIATICO / JESTONI B. BALNEG SEPS / EPS II		

WAP Control no. _____

Approved by:	Signature	Date
<p>AMADOR D. GARCIA SR., EdD, CESO VI Schools Division Superintendent</p>		

NOTE: Texts in color red are guides in accomplishing the WAP, kindly delete these as the information/data are provided, so with this note.



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Enclosure 2. DM no. _____, s. 2024 – WAP - AR

WORKPLACE APPLICATION PLAN/PROJECT (WAP) ACCOMPLISHMENT REPORT

Project Title	Indicate the title of the project
Proponent	Name, Position and Official Station
Project Duration	Specify the project's start and end date
Project Objectives	Specific objectives of L & D activities which should be aligned with the organization's goals
Key accomplishment	Details of significant accomplishments on the application of L & D activities and outcomes achieved during the project. Vis-a vis action plans
Challenges Faced and Solutions Applied	Describe the challenges or obstacles encountered during the project and how they were addressed
Lessons Learned	Share valuable lessons from the project including insights gained, best practices identified, or areas for improvement
Skills enhancement	Describe how employee's skills have improved, including examples of specific skills gained or enhanced
Feedback and Stakeholders Comment	Include feedback and comments from project stakeholders team members, or participants
Recommendations for Replicability and Sustainability	Discuss the methods used to evaluate the success of the project
Next Steps	Outline the follow-up actions or recommendations resulting from the projects accomplishment including adjustment or enhancements to existing projects
Annexes	Work Application Plan/Project Pictures Other Relevant documents
Certification	-That the L & D intervention was completed and used/adopted by the office at the local level

Prepared by:

PDP Recipient Printed Name over Signature

Attested by:

Immediate Head of the PDP Recipient

Noted:

Schools Division Superintendent



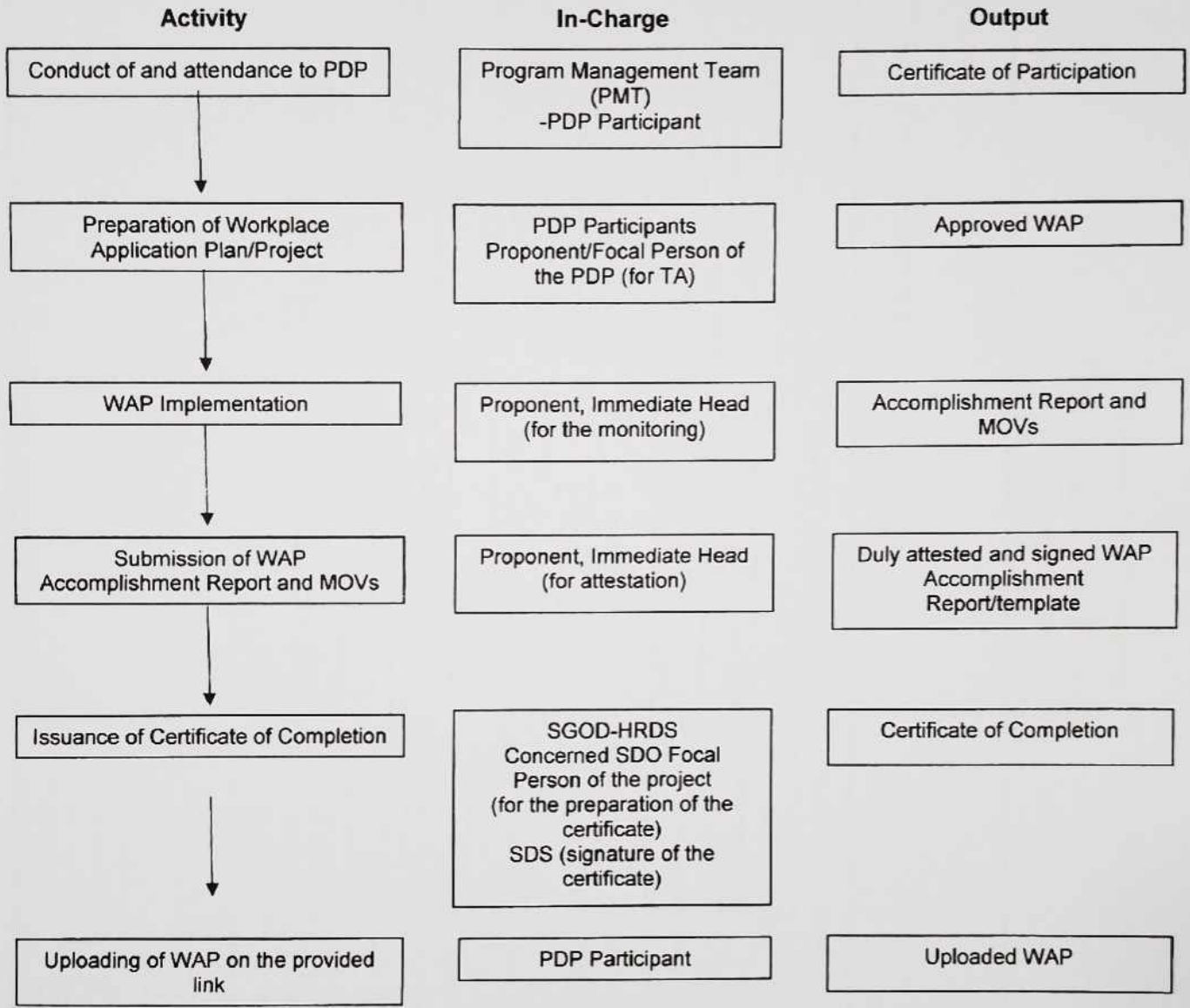
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Enclosure 3. DM NO. _____, s. 2024- PROCESS FLOW



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Enclosure 4 a DM no. _____ s. 2024

CORE BEHAVIORAL COMPETENCIES (For ALL personnel across positions)

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Development

- 1. Sets personal goals and direction, needs and development.
- 2. Undertakes personal growth and education that are new and pertinent and also use existing personal goals and plans to engage in self or the organization.
- 3. Displays emotional maturity and enthusiasm for self in addressing the goals.
- 4. Knows each year and identifies through time diary, calendar, or other systems.
- 5. Sets high goals, including career goals for self and others.

Productivity and Focus

- 1. Identifies and sets action plan to achieve objectives in the division or Cordillera and focus on the tasks that are most important and urgent.
- 2. Prioritizes effort and professional behavior and conduct taking into account the number of tasks, activities and projects.
- 3. Identifies a professional image, strong personality, integrity of attitudes and personality, good grooming and cleanliness.
- 4. Shows personal initiative to make the organization's work.
- 5. Acts with a sense of urgency and responsibility to meet the organization's needs.
- 6. Improves systems and tasks which require their attention.

Quality Focus

- 1. Achieves results with optimal use of time and resources most of the time.
- 2. Assails results, methods and strategies to help improve work methods by giving suggestions which benefit primary needs.
- 3. Undertakes extra-duty projects most of the time by conducting or supervising projects, processes and components. Able to produce new products or services of high quality in terms of effectiveness/efficiency and compliance with the organization's requirements.
- 4. Represents a desire to do better and sets personal benchmark in terms of performance.
- 5. Takes initiative on time or more projects which of meeting goals and performance. Identifies new methods doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, service without adding any extra cost.

Management

- 1. Manages time within the day or organization.
- 2. Organizes, coordinates and oversees resources to implement and give direction to the organization.
- 3. Applies organizational principles in setting or setting objectives.
- 4. Shows compliance and team ownership of decisions.
- 5. Shows communication and collaboration with staff and other organizations to encourage organizational growth and development.

Human Development

- 1. Sets standards and facilitates organizational activities, vision and objectives.
- 2. Shows personal responsibility in being an active working member of the organization.
- 3. Shows compliance with organizational policies, by law and other applicable laws.
- 4. Participates in training of other organizational members and managers to build capacity and skills.
- 5. Promotes and applies organizational programs through projects, procedures and other activities across the organization.

Leadership

- 1. Represents the best interest of the organization and manages effective projects.
- 2. Shows strong personal initiative and supports other staff in all things that are organizational activities.
- 3. Represents or acts in the name of the organization.
- 4. Represents or acts in the name of the organization.
- 5. Represents or acts in the name of the organization.
- 6. Represents or acts in the name of the organization.
- 7. Represents or acts in the name of the organization.
- 8. Represents or acts in the name of the organization.
- 9. Represents or acts in the name of the organization.
- 10. Represents or acts in the name of the organization.

MANAGERIAL COMPETENCIES

Planning Strategy

- 1. Sets clear performance objectives in a direction or perspective, e.g., eight objectives, results to ensure better compliance with laws and standards, cost and quality.
- 2. Establishes compliance or adherence across a wide range of quality, quantity or other.
- 3. Sets a goal strategy, a strategy and important steps and implementation strategy.
- 4. Develops personal performance and work with others and manages a division.
- 5. Identifies a goal strategy, a strategy and important steps and implementation strategy.
- 6. Identifies a goal strategy, a strategy and important steps and implementation strategy.
- 7. Identifies a goal strategy, a strategy and important steps and implementation strategy.
- 8. Identifies a goal strategy, a strategy and important steps and implementation strategy.
- 9. Identifies a goal strategy, a strategy and important steps and implementation strategy.
- 10. Identifies a goal strategy, a strategy and important steps and implementation strategy.

Human Resource Management

- 1. Shows personal initiative in the performance management system or in other areas.
- 2. Shows personal initiative in the performance management system or in other areas.
- 3. Shows personal initiative in the performance management system or in other areas.
- 4. Shows personal initiative in the performance management system or in other areas.
- 5. Shows personal initiative in the performance management system or in other areas.
- 6. Shows personal initiative in the performance management system or in other areas.
- 7. Shows personal initiative in the performance management system or in other areas.
- 8. Shows personal initiative in the performance management system or in other areas.
- 9. Shows personal initiative in the performance management system or in other areas.
- 10. Shows personal initiative in the performance management system or in other areas.

Human Development

- 1. Represents the best interest of the organization through managing a range of projects.
- 2. Shows strong personal initiative and supports other staff in all things that are organizational activities.
- 3. Represents or acts in the name of the organization.
- 4. Represents or acts in the name of the organization.
- 5. Represents or acts in the name of the organization.
- 6. Represents or acts in the name of the organization.
- 7. Represents or acts in the name of the organization.
- 8. Represents or acts in the name of the organization.
- 9. Represents or acts in the name of the organization.
- 10. Represents or acts in the name of the organization.

GENERAL COMPETENCIES (ALL)

CORE PERSONAL COMPETENCIES
 LEADERSHIP COMPETENCIES
 SPECIAL SKILLS



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Self Management

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

Professionalism and Ethics

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

Result Focus

1. Achieves results with optimal use of time and resources most of the time.
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
3. 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.
4. 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.
5. 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

1. Willingly does his/her share of responsibility.
2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.



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- 3 Applies negotiation principles in arriving at win-win agreements.
- 4 Drives consensus and team ownership of decisions.
- 5 Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

Service Orientation

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

Innovation

1. 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).
2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.



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Enclosure 4 b DM no. _____ s. 2024

Enclosure 4 b DM no. s. 2024 - LEADERSHIP COMPETENCIES (for Heads/Managerial positions)

PART II: COMPETENCIES

COE1 BEHAVIORAL COMPETENCIES

Self-Management

- 1. Understand personal values and how they influence behavior and decision-making.
- 2. Understand personal values and how they influence behavior and decision-making.
- 3. Understand personal values and how they influence behavior and decision-making.
- 4. Understand personal values and how they influence behavior and decision-making.
- 5. Understand personal values and how they influence behavior and decision-making.

Interpersonal and Ethical

- 1. Communicate effectively and respectfully with others.
- 2. Demonstrate respect for the rights and dignity of all individuals.
- 3. Demonstrate respect for the rights and dignity of all individuals.
- 4. Demonstrate respect for the rights and dignity of all individuals.
- 5. Demonstrate respect for the rights and dignity of all individuals.

Work System

- 1. Analyze work system and identify areas for improvement.
- 2. Analyze work system and identify areas for improvement.
- 3. Analyze work system and identify areas for improvement.
- 4. Analyze work system and identify areas for improvement.
- 5. Analyze work system and identify areas for improvement.

Teamwork

- 1. Collaborate with others to achieve common goals.
- 2. Collaborate with others to achieve common goals.
- 3. Collaborate with others to achieve common goals.
- 4. Collaborate with others to achieve common goals.
- 5. Collaborate with others to achieve common goals.

Business

- 1. Understand business operations and processes.
- 2. Understand business operations and processes.
- 3. Understand business operations and processes.
- 4. Understand business operations and processes.
- 5. Understand business operations and processes.

LEADERSHIP COMPETENCIES

Leading People

- 1. Create a positive work environment that motivates and inspires.
- 2. Create a positive work environment that motivates and inspires.
- 3. Create a positive work environment that motivates and inspires.
- 4. Create a positive work environment that motivates and inspires.
- 5. Create a positive work environment that motivates and inspires.

Human Resource Management

- 1. Recruit, hire, and place the right people in the right jobs.
- 2. Recruit, hire, and place the right people in the right jobs.
- 3. Recruit, hire, and place the right people in the right jobs.
- 4. Recruit, hire, and place the right people in the right jobs.
- 5. Recruit, hire, and place the right people in the right jobs.

Project Management

- 1. Plan, execute, and close projects effectively.
- 2. Plan, execute, and close projects effectively.
- 3. Plan, execute, and close projects effectively.
- 4. Plan, execute, and close projects effectively.
- 5. Plan, execute, and close projects effectively.

COE2A1 COMPETENCY MATRIX

COE1 BEHAVIORAL COMPETENCIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEADERSHIP COMPETENCIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Leading People

1. Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids
2. Persuades, convinces or influences others, in order to have a specific impact or effect
3. "Sets a good example", is a credible and respected leader, and demonstrates desired behavior
4. Forwards personal, professional and work unit needs and interests in an issue
5. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment

People Performance Management

1. Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues)
2. Sets performance standards and measures progress of employees based on office and department targets
3. Provides feedback and technical assistance such as coaching for performance improvement and action planning
4. States performance expectations clearly and checks understanding and commitment
5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

People Development

1. Improves the skills and effectiveness of individuals through employing a range of development strategies
2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect
3. Conceptualizes and implements learning interventions to meet identified training needs
4. Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development
5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals