

TERMS OF REFERENCE

Project Dalubhasa – Strategic Human Resource Management SHRM 103: Competency Profiling and Modeling

I. BACKGROUND

As the flagship initiative of the DTI Academy, Project Dalubhasa (Specialist Development Program) supports the strategic objective of developing a credible and robust human resource system in the agency by producing in-house specialists in the key areas of Business Development, Consumer Protection, and Trade & Investment.

The Specialist Development Programs of the said areas were implemented in 2018 while the Foreign Trade Service Corps Competency Program is an additional program that was introduced last year, 2021. This year's new learning program under Dalubhasa is the Strategic Human Resource Management (SHRM) Program.

The Strategic HR Management Program is designed to capacitate human resource management and development practitioners, administrative officers, and leaders, for them to understand and apply HR principles and policies so that they may effectively perform their roles as strategic and developmental partners of the Department.

Courses under Strategic Human Resource Management are clustered into three (3) levels, according to the level of difficulty and specialization. Level 1 constitutes basic courses on Strategic HRM. Level 2 offers 4 specialized tracks: 1. *Recruitment, Selection, and Placement (RSP)*, 2. *Learning and Development (L&D)*, 3. *Performance Management (PM)*, and 4. *Rewards and Recognition (R&R)*. Level 3 is an integration of learning that will culminate in the preparation and presentation of the capstone project of the learner.

Level 1 - Basics of Strategic HRM comprises four (4) courses, namely: Strategic Human Resource Management and Development, Organizational Development, Competency Profiling and Modeling, and Digital HR and People Analytics

In preparation for their chosen specialization, learners will take up **SHRM 103: Competency Profiling and Modeling**.

II. OBJECTIVES

Course Objective: The program will provide learners the knowledge on competency modeling or job profiling and help them identify the different sources of data for a more accurate competency identification, and determine the step-by-step process on how to develop competency models, based on existing data on job roles, processes, and outputs.

Learning Outcomes:

At the end of this course, learners will be able to:

1. understand what Competency Modeling and Profiling is, and to differentiate the applicable terms related to Competency Modeling and Profiling as well as to appreciate the benefits of competency models in HR management;
2. understand job roles, outputs, and processes and differentiate these per level or position and identify needed competencies based on the nature of the job;
3. learn how to embark on a competency modeling activity and to develop competency frameworks and dictionaries

III. SCOPE

The scope of work covers the following:

A. Pre-course implementation

1. Preparatory meeting/s with the DTI Academy management team
2. Assessment of the learners' needs
3. Design of course content and use of the prescribed template, which is "Annex A: Course Design" of this TOR
4. Development of synchronous and asynchronous learning materials based on an analysis of the learners' needs and a review of the proposed course design, to be uploaded by the DTI Academy management team on the DTI Academy learning management system (LMS)

B. Course implementation proper

1. Conduct the course for 30 learners following the schedule below:

SHRM 103: Competency Profiling and Modeling	September 30, October 3, 5, 7, 10, 2022	Synchronous session at 8:00am-12:00nn	Asynchronous activities may be required before the synchronous session
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2. Assessment of learning outputs as identified in the final course design

C. Post-course implementation

1. Submission of a report documenting the pre-course implementation and course implementation proper

IV. METHODOLOGY

The course will comprise both synchronous sessions, via online platform, and asynchronous activities, via the DTI Academy LMS.

The asynchronous activities are designed to be taken by the learners at their own pace but within a set deadline. It is encouraged that the learners' understanding is confirmed as part of the asynchronous activities – possibly through a knowledge check.

The synchronous sessions have two (2) aims – to discuss the learnings and associated insights within a group setting, and to encourage the sharing of prior experiences and knowledge of learners amongst themselves. It is important to make sure that all learners have equal opportunity to speak and communicate.

V. LEARNING SERVICE PROVIDER ELIGIBILITY

1. A training or learning and development firm, preferably with a minimum of five (5) years in existence;
2. Has undertaken at least three (3) similar training or learning and development projects in the past
3. With a trainer to be deployed with at least a bachelor's degree in a related field, and a minimum of five (5) years of experience in conducting training programs;
4. With existing reputable clients base, preferably with at least 3 government agencies in the pool;
5. Using the LSP's account to any online platform, can host the required number of hours for synchronous session/s for a minimum of 30 participants.

VI. BUDGET:

The allocated budget for the aforementioned scope of work is **₱400,000.00**, inclusive of applicable taxes.

VII. SCHEDULE OF PAYMENT

Payment shall be made within thirty (30) business days upon submission of the post-course implementation report. Payment is preferably transmitted through a Land Bank account; for non-Land Bank accounts, assistance is to be given by the DTI Academy management team.

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VIII. SUBMISSION OF BIDS

Interested bidders are requested to submit their technical proposal with the following details:

1. Proposed course design, using the prescribed template (Annex A);
2. List of training or learning and development projects related to the course that have been completed for the last three (3) years or more, using the prescribed template (Annex B);
3. Curriculum vitae of trainer to be deployed, using the prescribed template (Annex C), and;
4. Total cost of the course, inclusive of value-added tax (VAT).

The winning bidder shall be requested to meet the DTI Academy management team virtually to discuss the proposal. Further adjustments to the course design may be requested by the DTI Academy management team from the winning bidder.

Prepared by:


MA. ADORACION D. CAPAROS
AO V, HRAS-TDD

Reviewed by:


HAZEL JOYCE L. DOPLITO
SAO, HRAS-TDD

Approved by:


JOEL R. CRUZ
Director HRAS

Course Description:	The course will cover the topics of competency modeling, profiling, behavioral indicators and levels, and the benefits of competencies. It will provide practical competency development tools as well as knowledge on the steps involved in job competency development.			
Course Objective:	The program will provide learners the knowledge on competency modeling or job profiling and help them identify the different sources of data for a more accurate competency identification, and determine the step-by-step process on how to develop competency models, based on existing data on job roles, processes, and outputs.			
No. of Hours	17.5 hours / 5 sessions			

Learning Outcomes	Topics	Activities (Indicate activities that will facilitate learners' learning experiences.)	Methodology (Indicate method/s of instructions to be employed in the conduct of learning sessions.)	Assessment Criteria and Assessment Method (Indicate assessment method/s that will demonstrate learning achievement of the learners.)
At the end of this course, learners will be able to:				
1. understand what Competency Modeling and Profiling is, and to differentiate the applicable terms related to Competency Modeling and Profiling as well as to appreciate the benefits of competency models in HR management;				
2. understand job roles, outputs, and processes and differentiate these per level or position and identify needed competencies based on the nature of the job;				
3. learn how to embark on a competency modeling activity and to develop competency frameworks and dictionaries				

List of Training Programs Related to the Course Completed in the Last 3 Years



Company Name:

Date Company Established:

Title of Training Program	Program Description	Name of Company/Clients	Amount of Contract	Number of Participants	Number of times Program was conducted	Duration of Training Completion
1.						
2.						
3.						
4.						
5						

Note: Please include only RELATED PROGRAMS for the last 3 years and provide copy of Certificate of Satisfactory Performance for each related program.

I.	NAME (LAST NAME, FIRST NAME, MIDDLE NAME)	Nickname:
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II.	EDUCATION			
	Level	Degree/Course	Year Graduated	Name of University
	Bachelor's Degree:			
	Master's Degree:			
	Doctorate Degree:			

III.	YEARS OF EXPERIENCE, AREA/S OF SPECIALTY AND EXPERIENCE/S RELATED TO THE COURSE/PROGRAM TO BE CONDUCTED:

V.	ANY RELATED ACCREDITATION OR CERTIFICATION BY ORGANIZATION OR CERTIFYING BODY:

VI.	ACHIEVEMENTS/AWARDS RELATED TO PROGRAM TO BE CONDUCTED:

**TECHNICAL WORKING GROUP
EVALUATION ON COURSE DESIGN AND CONTENT**

Title of Program: **SHRM 102: Organizational Development**
Learning Service Provider: **LSP**

Course Design and Content (50 points)	Assigned Points
Poor (The learning objectives were not identified. The proposed design/content is ambiguous. The proposed methodology is not responsive to the proposed design and there are no tools to supplement the learning experience.)	19 and below
Fair (The learning objectives are vague and are not measurable. The proposed design/content lacks the required elements to support the learning objectives. The proposed methodology may not be that responsive to the proposed design. The proposed tools are not sufficient to provide an effective learning experience.)	20-35
Good (The proposal meets all the required learning objectives. The proposed design/content is thorough, and meets the minimum requirements of the course reflected in the TOR. The proposal is responsive to the required methodology and utilizes tools appropriate to the training format.)	36-45
Excellent (The proposal meets all the required learning objectives. The proposed design/content is thorough, and presented in an outstanding manner, shows creative, modern, and innovative elements. The methodologies are responsive to the overall proposal/training design and introduces new tools appropriate to the training format.)	46-50

	Score	Remarks	Signature
Evaluator 1			
Evaluator 2			
Evaluator 3			
Evaluator 4			

Total Score for Course Design and Content:	#DIV/0!
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CRITERIA FOR EVALUATION OF TECHNICAL PROPOSALS
SHRM 102: ORGANIZATIONAL DEVELOPMENT

Company: LSP

TECHNICAL PROPOSAL (70%)

1. Expertise and Professional Experience of Trainer to be deployed (30 points)

a. Education

	Points	Score
Bachelor's Degree in any related course	10 points	
Master's Degree in any related course	15 points	

Remarks:

b. Work Experience

	Points	Score
5 years related work experience	10 points	
more than 10 years related work experience	15 points	

Remarks:

2. Experience and capability of the firm (20 points)

a. Years of experience (as HR/OD firm)

	Points	Score
5 years in existence as HR/OD firm	7.5 points	
6 - above	10 points	

Note: Type of firm must be in accordance with the requirement in the TOR.

Remarks:

b. No. of related and completed projects undertaken with national government agencies and private institutions

	Points	Score
Undertaken related or similar projects with 3 national government agencies & private institutions	7.5 points	
Undertaken related or similar projects with 5 national government agencies & private institutions	9 points	
Undertaken related or similar projects with 7 or more national government agencies & private institutions	10 points	

Remarks:

3. Course Design and Content (50 points)

	Points	Score
Poor (The learning objectives were not identified. The proposed design/content is ambiguous. The proposed methodology is not responsive to the proposed design and there are no tools to supplement the learning experience.)	19 points and below	
Fair (The learning objectives are vague and are not measurable. The proposed design/content lacks the required elements to support the learning objectives. The proposed methodology may not be that responsive to the proposed design. The proposed tools are not sufficient to provide an effective learning experience.)	20-35 points	
Good (The proposal meets all the required learning objectives. The proposed design/content is thorough, and meets the minimum requirements of the course reflected in the TOR. The proposal is responsive to the required methodology and utilizes tools appropriate to the training format.)	36-45 points	
Excellent (The proposal meets all the required learning objectives. The proposed design/content is thorough, and presented in an outstanding manner, shows creative, modern, and innovative elements. The methodologies are responsive to the overall proposal/training design and introduces new tools appropriate to the training format.)	46-50 points	

Remarks :

Total Score for Technical Proposal
0

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Hazel Joyce L. Doplito
Supervising Admin Officer, HRAS-TDD

Joel R. Cruz
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SUMMARY OF TECHNICAL PROPOSAL EVALUATION
SHRM 102: ORGANIZATIONAL DEVELOPMENT

CRITERIA	Points	Minimum Points	#REF!	#REF!	LSP
TECHNICAL PROPOSAL (70%)					
1. Expertise and Professional Experience of Trainer to be Deployed (30)					
a. Education	15	10	#REF!	#REF!	0
b. Work Experience	15	10	#REF!	#REF!	0
2. Experience and Capability of Firm (20)					
a. Years of Experience (as HR/OD firm)	10	7.5	#REF!	#REF!	0
b. No. related projects undertaken with national and private institutions	10	7.5	#REF!	#REF!	0
3. Course Design (50)	50	40	#REF!	#REF!	0
Technical Proposal Score			#REF!	#REF!	0.00

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Noted by:

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