

# REAP it!

Nurturing and Harvesting Gains  
from Re-Entry Action Plans  
through Monitoring and Evaluation

**Australian  
Aid** 

**PAHRODF**  
PHILIPPINES AUSTRALIA  
HUMAN RESOURCE AND  
ORGANISATIONAL DEVELOPMENT  
FACILITY



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## Message from the Australian Ambassador to the Philippines



The Australian Government supports the Philippines' priority agenda of promoting good governance. Our Official Development Assistance has a strong focus on improving internal systems and developing the capacity of the country's civil service.

Through the Philippines Australia Human Resource and Organisational Development Facility (P AHRODF), we provide support that help build the capabilities of officers and staff in partner Philippine government agencies including the Australia Awards Scholarships, short-term training, as well as workplace coaching and mentoring.

One of the innovations we introduced to achieve transformative results is the re-entry action plan (REAP). The REAP not only encapsulates the learnings gained by our scholars and learners, but more importantly, it translates these to tangible improvements in communities and workplaces.

Unquestionably, Australia Awards scholars and participants are making a difference with the new knowledge and skills they gained. The positive feedback from our partners confirms the Philippines is reaping the results of their staff's enhanced capacities through the REAPs.

This monitoring and evaluation guidebook provides step-by-step instructions to help our intervention participants, their supervisors and mentors track their accomplishments and assess their REAP's contribution to target outcomes. I am confident that REAP it! will not only prove what we already know but will also improve the way we do things.

*Salamat and Mabuhay!*

A handwritten signature in black ink, which appears to read "Amanda Gorely". The signature is fluid and cursive.

Amanda Gorely

## Message from the Facility Director of PAHRODF



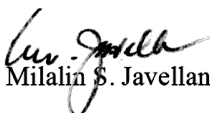
The Facility has recognised early on that the excellent delivery of strategic human resource and organisation development interventions, including Australia Awards Scholarships, is not enough. Improved competencies must find clear expression in the workplace, and translate to better performance and concrete contributions to the organisation. The Re-Entry Action Plan or REAP has been a defining element in PAHRODF interventions and proven vehicle to making this happen, as you will read in the REAP stories in this guidebook.

The REAP journey is not always easy. When the learner or scholar returns to the workplace with a REAP, implementation will have its ups and downs like any change effort. Alertness to challenges and opportunities, persistence, focus and adaptability are important to stay on course in this journey.

The success of the REAP also requires collective effort. While the learner or scholar is the main driver of the REAP and navigates its implementation in the workplace, there are others involved, such as the supervisor, higher management, mentors, human resource managers, planning officers, team members and sometimes clients. They work together in setting direction, steering, supporting, troubleshooting and finding solutions to keep the REAP aligned and on track towards its objectives.

This is where monitoring and evaluation becomes an invaluable tool, a means for REAP stakeholders to systematically gather data that provide useful signals to guide actions and decisions on REAP implementation and completion.

This guidebook shares what the Facility has learned from experience over the years on monitoring and evaluating REAPs. It is hoped that partners and other interested organisations will find practical tools and tips that would enable them to draw out and make the most of the learning gained from human resource and organisation development interventions, and truly REAP it!

  
Milalin S. Javellana

## **About Australia's Aid Program in the Philippines**

Australia's Official Development Assistance to the Philippines for 2015-16 is estimated at A\$84 million and will deliver targeted advice and technical assistance that will have a catalytic effect on reform efforts and capacity of the Philippine Government. Given the country's strong economic position, focus will shift from basic service delivery towards supporting the government to better manage its own resources.

Australia's aid will align with the priorities of the Philippine Government which is seeking to put the country on the path of accelerated and inclusive development. The Philippine Administration has an ambitious reform agenda to tackle poverty, improve governance and address corruption, while pushing through important social sector reforms, including education, and promoting peace in Southern Philippines.

Our aid program is organised around the following three mutually reinforcing objectives

### **Enhancing the Foundations for Economic Growth**

Australia will make greater investment in building the foundations for economic growth through carefully targeted investments in infrastructure, aid for trade and education. Education investments will lay the ground work for a better educated workforce and promote higher participation in the formal labour market.

### **Building Stronger Institutions for Transparent and Accountable Governance**

Improving the quality of governance in the Philippines is fundamental to the country's prosperity and stability. In response to the challenge of weak institutions and corruption, we will support the national government as it fosters a culture of accountability and transparency.

### **Improving Conditions for Peace and Stability**

Decades of conflict have resulted in the development of Mindanao, in southern Philippines, slipping behind. Poverty, a lack of basic education and weak governance are ongoing problems in conflict-affected areas. Our programs introduce education in remote communities and provide new opportunities for youth involved with armed groups. We will help the Philippines conduct credible and legitimate elections and improve its accountability to citizens in Mindanao.



## About PAHRODF

The Philippines Australia Human Resource and Organisational Development Facility (PAHRODF) is a program of the Australian Government tasked to support the Australian Government's initiatives under the Australia-Philippines Development Program Statement of Commitment.

In support of the Statement of Commitment's goal and objectives, PAHRODF provides human resource development and institutional strengthening support to targeted national and local government agencies that play a key role in promoting education reforms, enhancing foundations for economic growth, building better disaster preparedness capabilities, and improving the conditions for peace and security.

It is recognised that for Australian aid to have meaningful impact, it must help improve governance by building the capacity of relevant government institutions and facilitating partnerships between government and civil society to create stronger demand and accountability for change.

PAHRODF helps build the foundations of good governance in selected organisations which are critical in fostering the two countries' mutual development priorities so they can be more capable of delivering services and effecting positive changes in the Philippines. The Facility does this by assisting partner-organisations address their human resource and organisational development needs in terms of:

- Identifying, prioritising, and developing targeted capacities and competencies to support organisational change;
- Making better use of capacities and competencies to improve service delivery; and
- Sharing and building on enhanced capacities and competencies as bases for continuous improvement and learning.
- This guidebook on monitoring and evaluating Re-Entry Action Plans is one of the knowledge products that PAHRODF offers to its partners in the HROD community-at-large.



## How PAHRODF Supports Good Governance

The Australian Government manages aid programs in the Philippines through the Australian Department of Foreign Affairs and Trade



### PAHRODF

The Philippines-Australia Human Resource and Organisational Development Facility (PAHRODF) is a project funded by the Australian Department of Foreign Affairs and Trade that supports:



Human Resource Development



Process Improvement



Organisational Development

## PAHRODF helps develop capacities, competencies and change readiness in public sector organisations



- ✓ Training
- ✓ Workplace Learning Performance
- ✓ Systems Development
- ✓ Process Improvement
- ✓ Local and Australia Awards Scholarships

## Leading to better service delivery of partner organisations

# About this Guidebook

## Objective

This guidebook aims to provide a step-by-step guide in tracking the progress of REAP implementation and assessing its contribution to organisational effectiveness.

## Structure

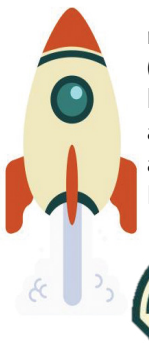
REAP stories open this guidebook and provide the examples that run through the discussion of how to monitor and evaluate REAPs. A significant part of the guidebook focuses on the essential elements that provide the foundation for good M&E: understanding Workplace Development Objectives (WDO), analysing the current situation, and formulating REAP objectives, success indicators and milestones. Steps in the M&E process are then explained along with useful tools, templates and other job aids.

## Target Users

This guidebook has been developed for the following users:

- HR and M&E teams who oversee REAP implementation and results
- Learners/ scholars implementing their REAPs
- Supervisors, managers and mentors of learners/ scholars

## The Cover



This guidebook adopts the imagery of a rocket ship for the REAP journey. The rocket must travel on a desired trajectory, set by Workplace Development Objectives (WDO), to reach higher levels of outcome and impact for the organisation. All the learning that has come from the scholarship or intervention, the rigor of the re-entry action plan itself, the careful preparations and setting up of the enabling environment assure a successful launch and the correct trajectory for sustaining the gains of the REAP. To ensure that the process continues on the right path, it needs gauges that provide signals and feedback on how the rocket is doing so that the scholar/ learner and other REAP stakeholders are guided on their actions and decisions. This is REAP M&E.



**Berne Silawan**

Computer Programmer II  
Provincial Government of Davao Del Norte

Graduate Diploma In Geographical Information  
Systems (2013)  
Flinders University

*Berne Silawan of the Provincial Government of Davao Del Norte implemented a REAP called a GIS Based Road Maintenance Prioritization Model. Using the technologically advanced skills and techniques he acquired on mapping, he developed a computerized mapping model of the roads in Davao del Norte. The model helps in monitoring road conditions and has enabled the province to make decisions on prioritising projects.*

*Kritzia Santos' REAP focused on helping Tulong sa Kapwa Kapatid (2KK) develop a more structured and solid approach to social work and community development. 2KK is a non-profit volunteer organisation that provides formal and non-formal education to less fortunate children. Through team effort in implementing the REAP, 2KK has strengthened its systems, structures and sustainability, and is now a full-fledged foundation. It has expanded its work in three other areas in Metro Manila where it hopes to replicate the success of its original community in Payatas, Quezon City to other communities.*



**Kritzia Santos**

President and Co-Founder, Tulong sa Kapwa  
Kapatid  
Lead to Heal Program Coordinator, NASSA/  
Caritas Philippines

Master of Social Work (2014)  
University of Melbourne

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<sup>1</sup> Excerpts from PAHRODF M&E Report 8 Highlights, Book 3 Case Studies.



*Through his REAP, Angelo Arboleda aimed to help the National Mapping and Resource Information Authority deliver better software for the distribution of geospatial information to the public. When he returned from his scholarship, he implemented a source code management system that could track the quality of the software his office was producing. It has contributed to enabling the agency reach its goal of delivering timely, accessible and accurate geospatial information.*

### Angelo Arboleda

Information System Analyst II, Officer-in-Charge  
System Development & Programming Division  
National Mapping and Resource Information  
Authority

Master of Information Technology (2011)  
University of Sydney

*Noel Duarte of the Department of Interior and Local Government came up with a training package for newly elected officials derived from his learning during the leadership intervention. This package includes local legislations and local development modules. At the conclusion of the Barangay Elections, he revised the package and conducted the Barangay Agenda for Governance and Development Training Package.*



### Noel Duarte

Local Government Operations Officer VI,  
Cluster Leader  
Department of Interior and Local Government

Leadership Development for Cluster Leaders of  
the DILG Provincial Offices (2012)



**Antonia Alhambra**  
Engineer III  
Department of Education

Master of Engineering Structures (2011)  
University of Melbourne

*Antonia Alhambra of Department of Education came up with a monitoring and documentation manual. This proved useful for the agency's current school building program. She said the manual "served as an eye of the Central Office" as it enabled them to macro-monitor and oversee that the building plans and specification are followed.*

*As part of her REAP, Agnes Padilla partnered with the Philippine Society for Training and Development, and led the identification of leadership competencies for public sector leaders. By gathering and asking high performing officials themselves, five leadership competencies were generated: leading change, leading employees well, delivering customer satisfaction, communicating and building relationships, and continuous learning. The REAP further bore fruit. The competencies were used as input to the development of the internal Civil Service Commission's seven leadership competencies for its directors. These later became a reference in the development of the leadership and management certification program for the public sector.*



**Agnes Padilla**  
Former Executive Director, Civil Service  
Institute  
Civil Service Commission

Top Management Benchmarking of HR Best  
Practices in Australia (2011)

*The REAP of Delfin Garcia from the Philippine Institute of Volcanology and Seismology (PHIVOLCS) was a staff development plan that now serves as the agency's guide for the next five to ten years. His REAP complemented Richel De Mesa's REAP which focused on disseminating PHIVOLCS' strategic plans and directions across all the personnel and staff of the institute. Through this effort, employees learned how to prepare their individual performance plans aligned with the institute's goals and objectives. This has become a regular practice and has been done every year since 2012.*



**Delfin Garcia\***

Former Planning Officer and Officer-in-Charge,  
Finance and Administrative Division  
Philippine Institute of Volcanology and  
Seismology

Technical Assistance on Competency  
Modelling, Profiling and Assessment for  
Philippine Institute of Volcanology and  
Seismology (2014)



**Richel de Mesa**

Administrative Officer V  
Philippine Institute of Volcanology and  
Seismology

Strategic Planning of the Philippine Institute of  
Volcanology and Seismology (2012)

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\* Delfin Garcia, 10 May 1954 – 26 June 2016.



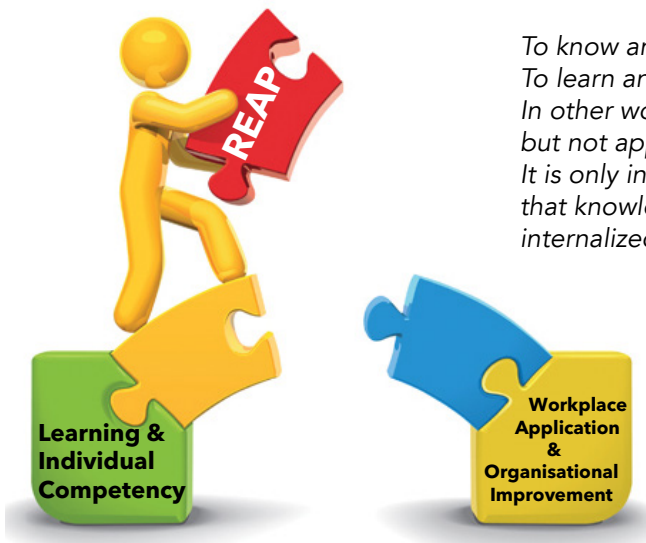
# The Re-Entry Action Plan

## What's a REAP?

The Re-Entry Action Plan (REAP) is a unique feature of the Australia Awards Scholarships and PAHRODF interventions in the Philippines. It is a mechanism that enables returning scholars and intervention participants to apply what they learned, implement better work processes, improve their organisation's effectiveness, and ultimately contribute to development in the Philippines. The REAP outlines a change initiative in which learners will use their new or enhanced competencies to address a real problem or opportunity in their workplace. It is implemented within one to two years after a learning intervention and is monitored regularly.

## Why REAP?

The REAP addresses the challenge of translating learning into tangible improvements in an organisation. It bridges not only the gap between the classroom and the workplace but more importantly, it links the acquisition and use of competencies at the individual level to the achievement of organisational outcomes.



*To know and not to do, is really not to know.  
To learn and not to do is not to learn.  
In other words, to understand something  
but not apply it is really not to understand it.  
It is only in the doing, the applying,  
that knowledge and understanding are  
internalized.*

-Steven Covey



## Who REAPs?

Learners and supervisors or mentors<sup>2</sup> collaborate in developing, implementing, monitoring and evaluating the REAP.

- Discusses the Workplace Development Objectives (WDO) with the scholar/ learner
- Coaches the scholar/ learner in identifying REAP objective
- Communicates with top management to ensure budget and other support

### **Supervisor or Mentor**

- Discusses WDO Supervisor/Mentor
- Formulates REAP objectives
- Seeks guidance and approval of Supervisor or mentor
- Tracks and communicates REAP progress to supervisor, mentor, management and other stakeholders

### **Scholar or Learner**

## Why REAP M&E?

Monitoring and evaluation provide processes and tools that help:

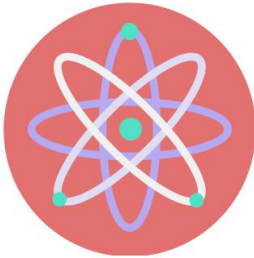
- Identify problems in REAP implementation so that adjustments can be made to keep it on track.
- Capitalise on strengths or opportunities to enhance REAP success
- Increase probability of meeting REAP objectives
- Optimise the use of resources for the REAP
- Reinforce accountability for delivering what is promised through the REAP
- Contribute to continuous learning and improvement

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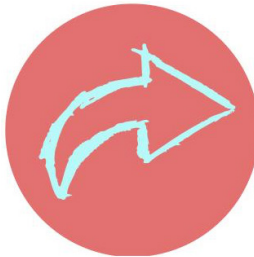
<sup>2</sup> Mentoring is another key feature of Australia Awards in the Philippines. Each scholar is assigned a mentor who may be the direct supervisor or other individuals. Mentors are expected to provide technical and personal guidance and support during the scholar's study in Australia, and REAP conceptualisation, development and implementation. Supervisors and mentors undergo a 2-day training provided by the PAHRODF to strengthen their mentoring competency.

## Before you M&E...start with good REAP

It is important to lay the groundwork for successful REAP M&E. It begins at the formulation of the plan itself. Developing the REAP involves the following steps:



**Assess  
the Situation**



**Know your Workplace  
Development Objectives**



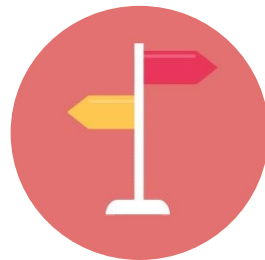
**Define your  
REAP Objective**



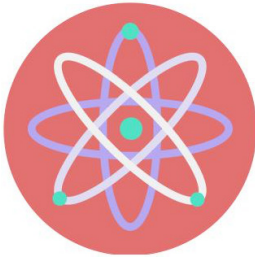
**Identify  
Success Indicators**



**Determine High  
Impact Activities**



**Specify  
Milestones**



## Assess the Situation

For the REAP to be truly relevant to the workplace, it is important to have a clear understanding of the prevailing problems, challenges or opportunities within the organisational capacity area<sup>9</sup> targeted by the WDO. Information about the current state may be drawn in different sources, such as:

- Strategic plan of the organisation
- Organisational Assessment (OA)<sup>10</sup> or organisational diagnosis that is done to identify priority HR and OD interventions needed by the organisation
- PRIME-HRM<sup>11</sup> assessment results that determine the strengths and areas for improvement in HR systems
- Complementary or related REAPs that are addressing a common priority area
- Office or team performance reviews that are conducted periodically, and others

A situation analysis provides clues on possible entry points for the REAP. It may be a felt need, problem area or unacceptable condition in a work unit or organisation. It may also be favorable condition or opportunity that could be exploited.

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<sup>9</sup> Organisational capacity refers to the internal structure, systems, processes or mechanisms that support the organisation's overall functioning. It is one of the components of the Facility's C-3c OA Model.

<sup>10</sup> PAHRODF developed the **C-3C OA Model** to guide the Facility and its partner organisations in conducting organisational assessment prior to introducing HROD interventions. It has four components. The first 'C' refers to the organisation's **change agenda**, to which the assessment is anchored. The '3C' refers to the three pillars of organizational effectiveness: **capacities, competencies** and **change readiness**. A Guidebook on Organisational Assessment based on this model is available on the Facility's website: [www.pahrodf.org.ph](http://www.pahrodf.org.ph)

<sup>11</sup> PRIME-HRM or **Program to Institutionalize Meritocracy and Excellence in Human Resource Management** of the Civil Service Commission's mechanism for assessing an agency's human resource management system, practices and competencies; providing customized technical assistance and to address their identified needs; and awarding them for achieving HR excellence.

Figure 1. Example of Situation Analysis

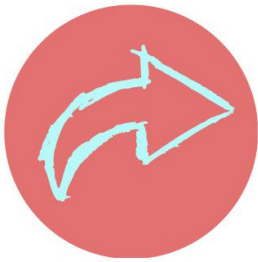
The Provincial Local Government Unit's (PLGU) GIS Division was just recently recreated under the Provincial Planning and Development Office (PPDO), thus it is not yet fully established and systematic in its work flow.

The data gathered from the previous GIS personnel were not yet fully integrated to the new system and have yet to be updated.

Linkage with PLGU's (cities and municipalities) is weak and this affects the uniformity, efficiency and effectiveness of data generation.

When describing the particular problem or opportunity that you intend to address with your REAP, it may be helpful to use the S/TAR format. Use the guide questions below to paint a clear picture of the situation.

	<b>Problem</b>	<b>Opportunity</b>
<b>S/T</b> Situation or Task	What problem is your office experiencing? What is hindering its effectiveness?	What existing or emerging opportunity or favorable condition can your office seize to improve its effectiveness?
<b>A</b> Action	What are the current practices and processes in addressing the problem? Why are they not working or fully addressing the situation? (Note: It may be possible that no action has yet been taken.)	What action has been done to take advantage of the opportunity, if any? (Note: It is possible that no action has yet been taken.)
<b>R</b> Result or Consequence	What are the consequences of the problem? What might happen if this problem is not addressed?	How might your office benefit if you are able to take advantage of this opportunity? Or if you let this opportunity go, what might your office lose?



## Know your WDO

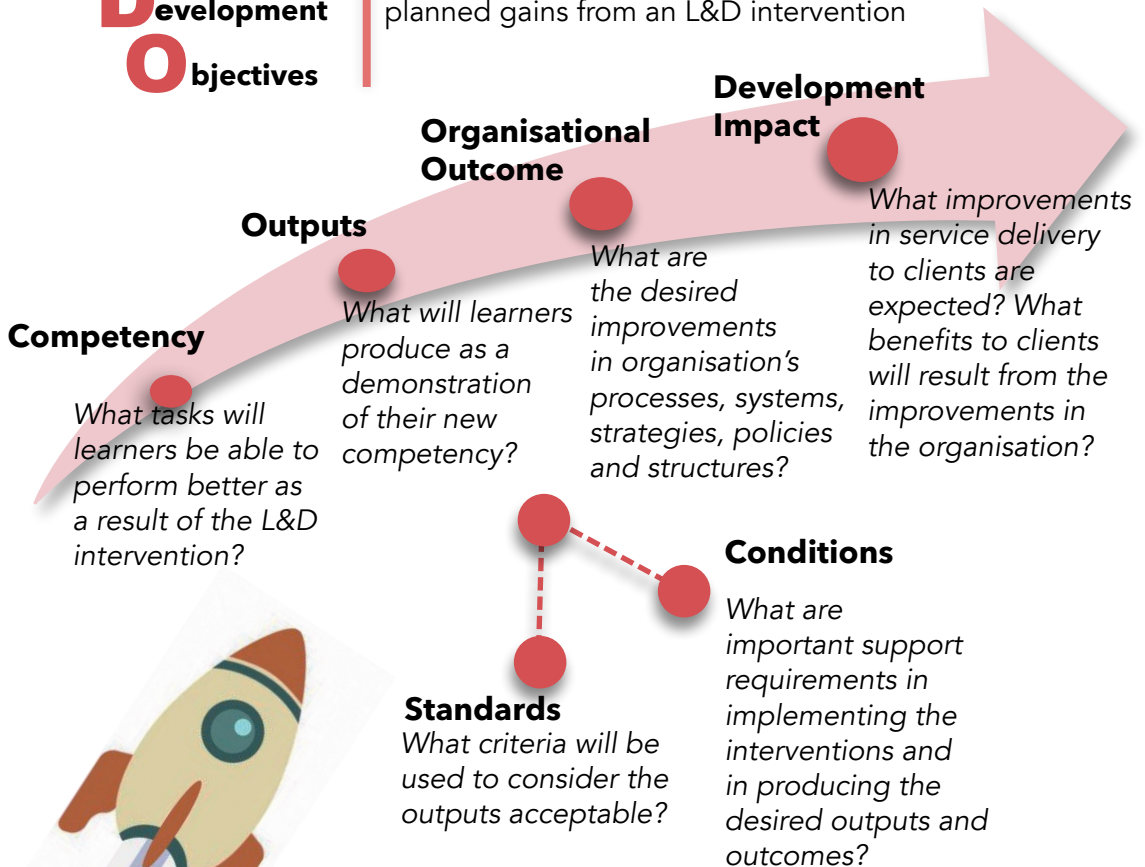
All HRODF interventions have Workplace Development Objectives (WDO). They express the specific intent of an intervention in terms of the expected changes in individuals, organisational capacity, and benefits to clients that the intervention aims to bring about

Figure 2. Workplace Development Objectives

# W D O

Workplace  
Development  
Objectives

Hierarchy of objectives that describes the planned gains from an L&D intervention



**The WDO sets the desired trajectory for the REAP.**

WDOs influence the design and implementation of human resource and organisation development interventions and their associated REAPs. They facilitate the assessment of the contribution of the interventions and REAPs to the organisation’s strategic directions and performance improvement goals. Figure 2 shows where WDOs are derived and Figure 3, an example of a WDO.

Figure 3. Sources of Workplace Development Objectives

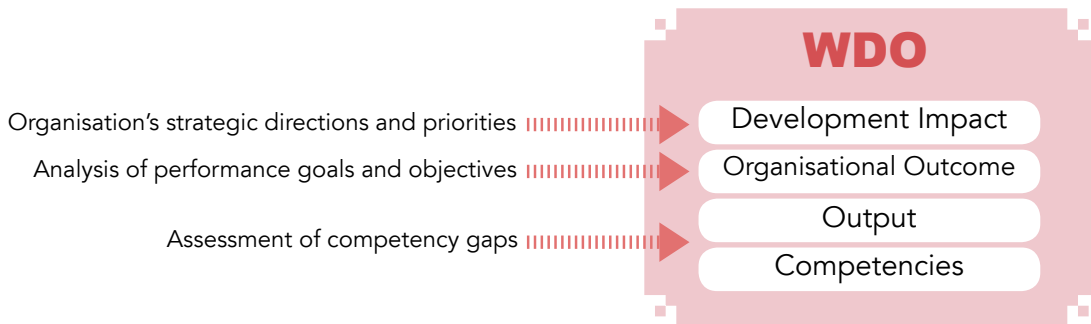
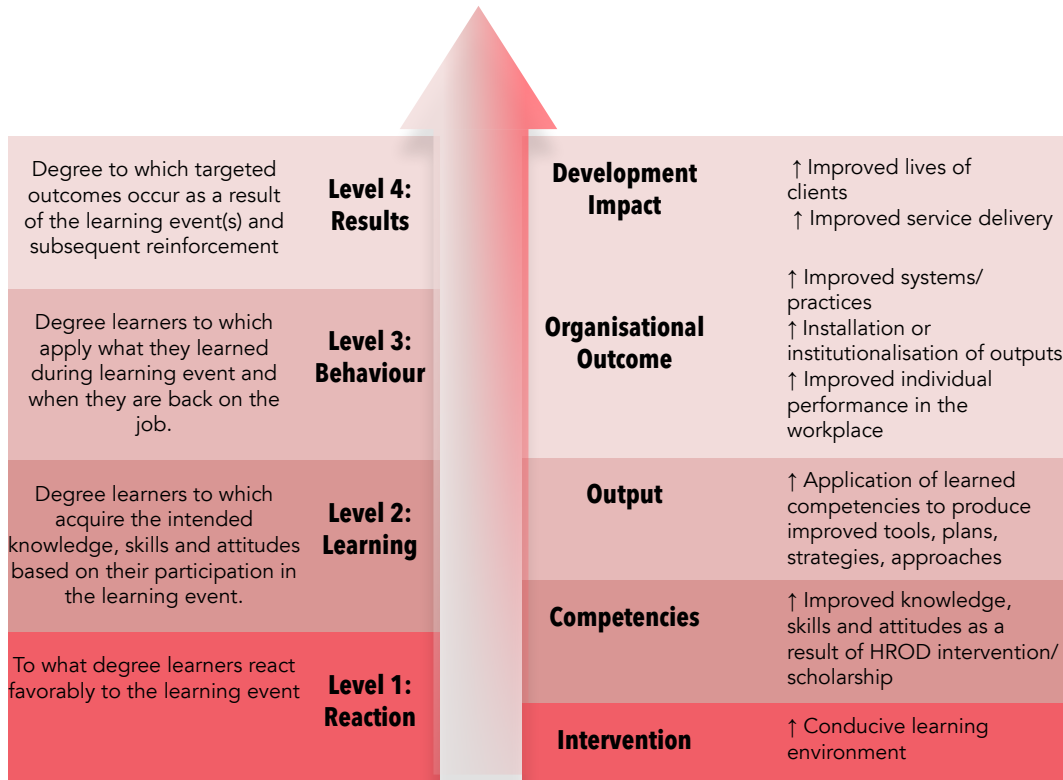


Figure 4. Example of Workplace Development Objectives

Development Impact	Strengthened PLGU institutional capacity and systems to develop and implement road sector plans in support of broad-based sustainable social and economic development.
Organisational Outcome	More effective and improved PLGU Development Planning, Implementation, Monitoring and Evaluation systems and processes aided by a functional Geographic Information System for road network rehabilitation and maintenance.
Output	Operations Manual on Geographic Information System (Road Sector Focus)
Output	Improvement of skills, knowledge and competencies on Geographic Information System. This can be demonstrated by the ability of the PLGU staff to develop an integrated Geographic Information System manual which contains the following components: <ul style="list-style-type: none"> <li>• Provincial Geographic Information System Objectives</li> <li>• Results Chain (Logical Framework Analysis)</li> <li>• Performance Measurement Framework</li> <li>• Updated Maps</li> <li>• GIS Operations Manual (Road Sector Focus)</li> </ul>

## The WDO and Kirkpatrick's Levels of Evaluation

Kirkpatrick's Levels of Evaluation is considered the gold standard in measuring the effects of learning interventions. The WDO's hierarchy of objectives closely parallels Kirkpatrick's Levels of Evaluation. They both aim to trace the contribution of a learning event to the higher objectives of the organisation.



<sup>9</sup>(Behaviour) and Level <sup>10</sup>(Results), which correspond to the Organisational Outcome and Development Impact of the WDO.

<sup>9</sup> Kirkpatrick, Donald L. and Kirkpatrick, James D. (2006). *Evaluating Training: The Four Levels* (3<sup>rd</sup> Edition). NY: Berrett-Koehler.


<sup>10</sup> Kirkpatrick, James D. and Kirkpatrick, Wendy Kayser (2010). "ROE's Rising Star: Why Return on Expectations is Getting so Much Attention", *Training and Development*, August 2010.

## The WDO and Return on Expectations

The WDO is a shared agreement among stakeholders, e.g., supervisors/ mentors, learners and HR, on what to expect from an intervention. Demonstrating the value of a learning intervention lies in being able to meet those expectations and showing how it has contributed to achieving desired business results or outcomes of the organisation. This is Return on Expectations or ROE. The REAP increases the chances of ROE as it provides a mechanism for translating learning into tangible outputs and improvements in the workplace. Figure 4 compares ROE and ROI (Return on Investment) of learning interventions.

Figure 5. A note on ROE and ROI

**Is it worth it?**  
**ROE vs. ROI** Measuring the value of learning interventions

<b>Return on Expectations</b>	<b>Return on Investment</b>
<p>Compares results from the learning intervention with the expectations of stakeholders</p> 	<p>Compares the monetary benefits from a learning intervention with the cost to implement it</p> 
<p>Requires clearly defining expectations from the learning intervention at the Four Levels of Evaluation</p>  <p>Level 1 Reaction   Level 2 Learning   Level 3 Behaviour   Level 4 Results</p>	<p>Requires quantifying inputs, outputs and outcomes of the learning intervention</p> 

Both ROE and ROI aim to demonstrate the effectiveness and value of learning interventions. A strategic learning intervention should at least be measured on its ROE. Use ROI when expected results can be quantified. However, caution must be exercised in attributing organisational improvement or change to a learning intervention. Recognise that other factors contribute to outcomes and impact.

References: The Rising Star of ROE (<http://www.kirkpatrickpartners.com>)  
Return on Investment: Training and Development (<http://www.shrm.org>)





## Define your REAP Objective

The situation analysis and WDO enables you to determine the focus of your REAP. Because your REAP intends to introduce a change in the workplace, your REAP objective needs to express that change clearly. Here is simple formula for articulating your REAP objective:

### **Verb + what + from (x) + to (x) + by (when)<sup>9</sup>**

<b>Verb:</b>	Begin with an action word
<b>What:</b>	Identify the particular function, system, process or approach your REAP is targeting to change (linked to the capacity area targeted by the WDO)
<b>From (x):</b>	Define briefly the starting level or current situation (also called baseline) of this function
<b>To (y):</b>	Describe the target level of improvement from (x)
<b>By (when):</b>	Specify the timeframe or target date to complete your REAP

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<sup>9</sup> Adapted from McChesney, Chris, Covey, Sean, Huling, Jim (2012). The 4 Disciplines of Execution. NY: Free Press.

Along with your REAP objective, identify the expected output/s, and users or beneficiaries of the REAP, as shown below in Figure 6.

Figure 6. Example of REAP Objective

**REAP Title:** Promoting the use of Geographic Information System in Provincial Local Government Unit's (PLGU) planning processes specifically on Road Sector

**REAP Objective:** To improve (verb) road sector development planning (what) from manual mapping (X) to spatial mapping using Geographic Information System (GIS) (Y) by the end of 2014 (date)

**Expected output/s:** Operations Manual on GIS (Road Sector Focus)

**Users/Beneficiaries:** Executive and Legislative decision-making bodies and all departments involved in the formulation of development plans of the Provincial Local Government Unit and other stakeholders who make use of GIS (Road Sector Focus) could benefit from the REAP.



## Identify your Success Indicators

Success indicators are specific evidences you will look for at the completion of your REAP to be able to say that your REAP objective has been achieved. They can be expressed in terms of quantity, quality and time. Some examples:

- Percentage of usage of specific system or process (e.g., percentage increase in client inquiry through the helpline by phone and online)
- Change in behaviour of users or customers (e.g., reduced errors in completing forms; improved compliance to requirements)
- Improvements in the organisation's processes (e.g., faster response time to inquiries; improved completeness of response to inquiries following new helpline standards)
- Improvements in the clients' condition, where possible (e.g., improved access to health services)

Include also indicators that reflect expected multiplier effect, scaling up or expansion of improvements introduced through the REAP. For example:

- Output is shared with and used by critical stakeholders
- Others are trained in this competency
- Enhanced system, process, mechanism, strategy, service delivery is used by other work units in the organization

Figure 7. Example of Success Indicators

**REAP Objective:** To improve road sector development planning from manual mapping to spatial mapping using Geographic Information System (GIS) by the end of 2014

**Success Indicators:**

- Percentage of road sector development plans that are compliant with processes and quality standards established in GIS Operations Manual
- Percentage of the LGU's cities and municipalities with linked road sector development plans



## Determine High Impact Activities

High impact activities are the critical actions that will lead to the achievement of your REAP objective. Identifying them provides signposts that tell you if you are progressing towards our objective and if you are likely to achieve your REAP objective.

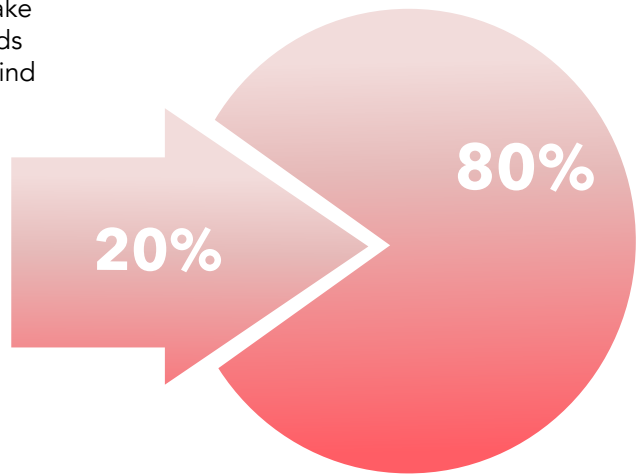
Consider the following possible activities for our sample REAP and what might be high impact activities.

Figure 8. Activities vs. High Impact Activities

Activities	High Impact Activities
<ul style="list-style-type: none"> <li>• Prepare draft GIS Framework</li> <li>• Design consultation session</li> <li>• Conduct consultation session on draft GIS Framework with staff and selected departments</li> <li>• Refine GIS Framework based on feedback</li> </ul>	<p><b>Develop refined GIS Framework in consultation with staff and selected departments</b></p>
<ul style="list-style-type: none"> <li>• Revise initial GIS Operations Manual based on refined GIS Framework</li> <li>• Conduct follow-up consultations on the GIS Operations Manual, as needed</li> <li>• Prepare and conduct presentation to PPDO Head and staff</li> </ul>	<p><b>Obtain approval for GIS Framework and draft Operations Manual from PPDO Head</b></p>
<ul style="list-style-type: none"> <li>• Design training on GIS Operations Manual</li> <li>• Conduct training for all PPDO staff on the use of the Manual in formulating/ enhancing road sector development plans</li> </ul>	<p><b>Train all PPDO staff on the use GIS Operations Manual</b></p>
<ul style="list-style-type: none"> <li>• Prepare pilot-testing plan for selected LGUs, including assignment of PPDO staff</li> <li>• Orient LGUs</li> <li>• Conduct pilot testing</li> <li>• Provide coaching to PPDO staff, as needed</li> </ul>	<p><b>Pilot-test the GIS Operations Manual in selected road construction and maintenance projects</b></p>

<ul style="list-style-type: none"> <li>• Prepare pilot-testing report and recommendations</li> <li>• Present to PPDO staff and Head, and agree on final refinements to the Manual</li> </ul>	<p><b>Finalise the GIS Operations Manual</b></p>
<ul style="list-style-type: none"> <li>• Prepare presentation to Governor and Sangguniang Panlalawigan</li> <li>• Present GIS Operations Manual for approval</li> </ul>	<p><b>Obtain approval for adoption of GIS Operations Manual from Governor and Sangguniang Panlalawigan</b></p>

High impact activities are those that are “predictive and influenceable.”<sup>9</sup> While there will be many activities needed to accomplish the REAP, you need to determine key activities that when completed, you will know you are a step closer to your end objective. They should be within your control such that you can make adjustments to keep you on track towards your objective. It is helpful to bear in mind the 80-20 rule<sup>10</sup>: focus on the vital few activities that will produce the most important of results.



*“In any endeavour, 80% of the results are due to 20% of the activities” --  
Joseph M. Juran*

<sup>9</sup> Adapted from McChesney, Chris, Covey, Sean, Huling, Jim (2012). The 4 Disciplines of Execution. NY: Free Press

<sup>10</sup> Joseph Juran, a quality management pioneer in the US, first applied the 80-20 rule to business in the 1940's. While he referred to it as the “Pareto Principle”, it is only tangentially related to the original concept of Italian economist Vilfredo Pareto. Nonetheless, the “Pareto Principle” has become a widely used rule of thumb in business and other fields. (Source: <http://management.about.com/cs/generalmanagement/a/Pareto081202.htm>)

Figure 9. Example of High Impact Activities

### **High Impact Activities**

- Develop GIS Framework in consultation with staff and selected departments
- Obtain approval of the GIS Framework and draft Operations Manual from PPDO Head
- Train all PPDO staff on the use GIS Operations Manual in formulating/enhancing road sector development plans
- Pilot-test the GIS Operations Manual in selected road construction and maintenance projects
- Finalise the GIS Operations Manual
- Obtain approval of GIS Operations Manual from Governor and Sangguaniang Panlalawigan



## Specify REAP milestones

Identifying milestones aid in tracking the progress of the REAP. You define what these milestones are. They typically correspond to the accomplishment of your high impact activities. Milestones may be specified at these levels of completion:

- 100% completed:** This means your REAP output/s have been approved.
- 76-99% completed:** This means you are nearing completion of your REAP's high impact activities.
- 51-75% completed:** This means you have achieved more than 50% of your REAP's high impact activities.
- 26-50% completed:** This means you have achieved almost 50% of your REAP's high impact activities.
- 1-25% completed:** This means you are still in the early stages of your REAP implementation and have not gained any significant achievements.

Figure 10. Example of REAP Milestones

Percentage of Completion	Description
100% completed:	Final GIS Operations Manual is approved for adoption by Governor and Sangguniang Panlalawigan (local council)
76-99% completed:	Use of GIS Operations Manual is pilot-tested in selected LGUs; manual is finalised
51-75% completed:	All PPDO staff are trained and use GIS Operations Manual in formulating/ enhancing road sector development plans
26-50% completed:	GIS Framework and draft GIS Operations Manual are approved for pilot-testing by PPDO Head
1-25% completed:	GIS Framework is validated by PPDO staff and selected departments

When reporting on 100% completion, the degree of accomplishment may also be further qualified, as follows:

- REAP is completed, and REAP output is approved by Supervisor and/or top management
- REAP is completed, and REAP output has been fully implemented in at least 1 unit (learner/ scholar's own work unit or any other work unit)
- REAP is completed, and REAP output has been replicated in other work units
- REAP is completed, and Outcomes are evident – systems and processes have been improved
- REAP is completed, and Outcomes are considered a benchmark practice by the organisation or other organisations



## Anticipate possible risks

There is no perfect plan. Things could happen that might block or slow down REAP implementation or affect the quality of outputs and results. Risk analysis ensures that potential problems in REAP implementation are considered, and strategies to mitigate them are planned for. This process helps in minimising the impact of adverse or unwelcome circumstances, should they arise.

Figure 11. Example of Possible Risks and Mitigating Measures

Risk	Mitigating Measures
Change in leadership and priorities	Provide proper orientation on Geographic Information System, explaining the importance of effective data generation and storage to the formulation of development plans and the attainment of vision, mission and objectives of the PLGU.
Waning interest of stakeholders	Conduct orientation on Geographic Information System and other follow through activities such as: trainings, workshops, and meetings to update them on the progress of the REAP.
Delay in the flow of required funds	Identify adjustments to activities, aiming to meet planned timelines as much as possible; determine sources of delay, communicate adverse effects to the project and to the beneficiaries; collaborate on solutions to address delay
Intervening activities that could possibly overlap the schedule of the REAP	Practice time management; advise superiors on adverse effects on the project; and review and agree on priorities to minimise adverse effects

## Completing the REAP Template

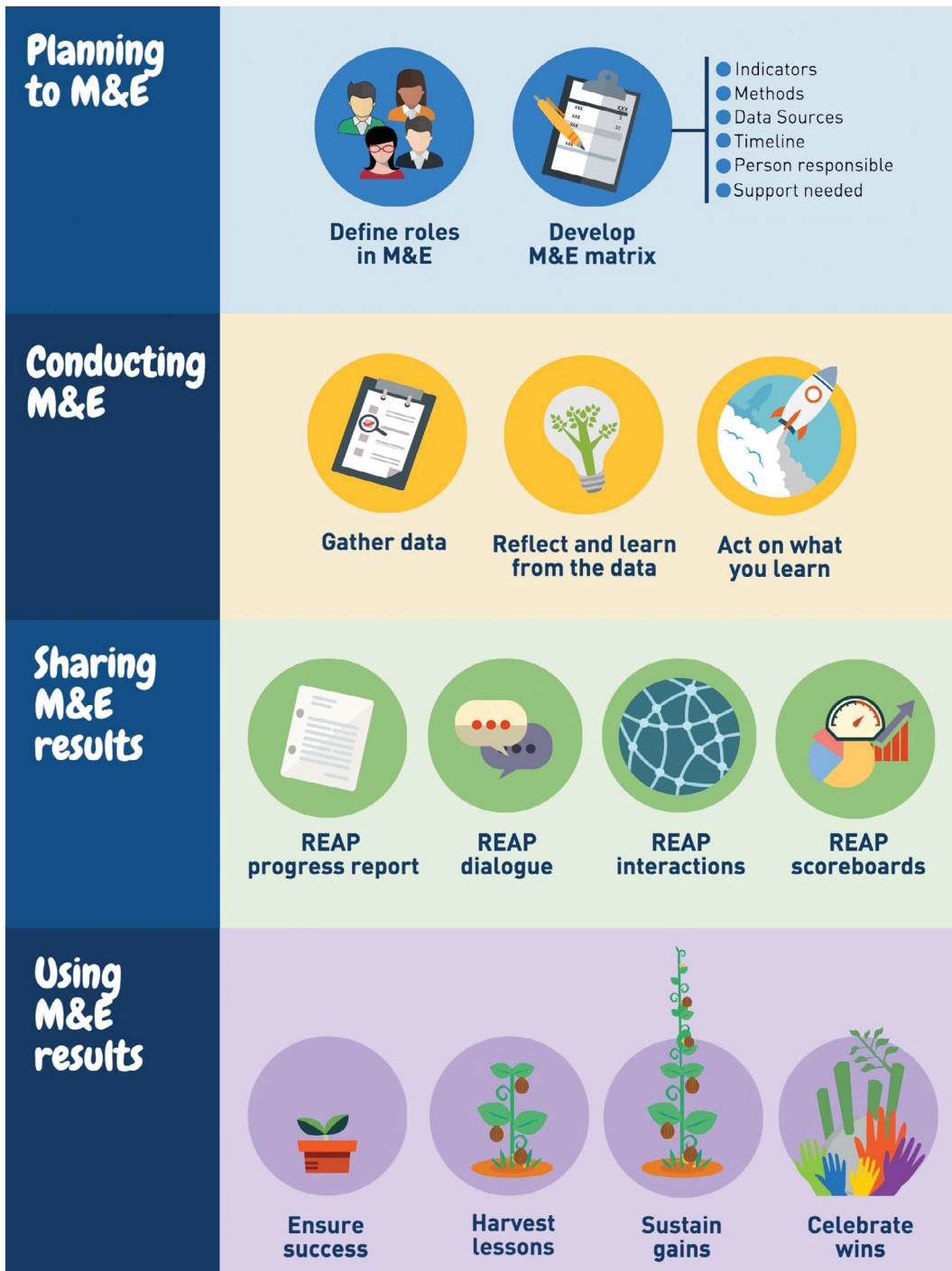
The WDO, situation analysis, REAP objective, success indicators, high impact activities, and milestones are captured in the REAP template. The templates and instructions for filling them out are found in: Annex A for short-term interventions and Annex B for scholars.

### Successful REAPs are...

- Focused on 'must do' and 'must have', rather than 'nice to have' REAP commitments
- Important enough to be included in the unit's work program or Office Performance Commitment and Review (OPCR) and provided resources
- Urgent enough to be prioritized in the individual workload or Individual Performance Commitment and Review (IPCR) of the participants/ scholars
- Supported by organisation-based policy instruments (e.g. Special Orders) needed for REAP implementation
- Recognized and rewarded for producing or significantly contributing to desired organisational outcomes

Source: Validation of Results of PAHRDF 2009-2010 Interventions, Philippines Australia Human Resource and Organisational Development Facility, 2011.

# Elements of REAP M&E



## Planning to M&E

Preparing to monitor and evaluate the REAP has actually begun during the formulation of the REAP. A clear situation analysis, focused REAP objective, expected output and targeted beneficiaries or users, well-defined success indicators and completion milestones are the building blocks for successful M&E. They provide the context in which the REAP will introduce improvements and this will help in recognising if desired changes have indeed occurred. They also identify the signposts that you will use to determine whether progress is being made and when objectives are finally met. Planning to M&E involves the following:



**Define roles in M&E**



**Develop M&E Plan**

- Indicators
- Methods
- Data source
- Timeline
- Person responsible
- Support needed

### Define roles in M&E

Just like the formulation of the REAP, M&E is a shared responsibility and a collaborative process among those who have a stake in its success. The learner and supervisor or mentor are primarily jointly accountable for monitoring the REAP. Those who were involved in the designing the REAP may also need to participate in its M&E, such as: the process owner (if other than the supervisor), HR office and Planning office. The process owner's interest will be the improvement that the REAP will bring about to a functional area. HR will want to see the success of the REAP as it will be evidence of the value of learning and development interventions. Planning will want to assess the contribution of the REAP to the work of the organisation.



Not all of these players will be actively involved in the REAP M&E all the time. They may come in at different points in REAP implementation depending on their task and stake in the REAP. Figure 12 identifies responsibilities of REAP M&E stakeholders, using the RASCI<sup>11</sup> approach.

<sup>11</sup> RASCI Responsibility Matrix, <https://managementmania.com/en/rasci-responsibility-matrix>, accessed on 5 April 2016.

Figure 12. Responsibilities in REAP Monitoring and Evaluation

**R - Responsible** - who is responsible for carrying out the task?

**A - Approver** - who will approve the task or output?

**S - Support** - who provides support during the implementation of the task?

**C - Consulted** - who can provide valuable advice for the task?

**I - Informed** - who **should** be informed about the task progress or the decisions on the task?

Task in REAP M&E	Learner	Supervisor or Mentor	Process Owner	HR	Planning
Gather data on REAP progress and results	R	A			
Assess competency improvement gained through REAP implementation	S	RA		SC	
Assess contribution of REAP to unit and organisational outcomes	S	RA	A	S	SC
Prepare REAP progress report	RA				
Review and validate REAP progress report		RA			
Provide technical assistance in assessing improvement of competencies gained through REAP implementation				R	
Link the M&E of REAP to the M&E of gains from L&D interventions				R	
Provide technical assistance in assessing the contribution of the REAP to unit and organisational outcomes					R
Link the M&E of REAP to the M&E system of the organisation					R



## Develop the REAP M&E Plan

This step involves thinking about how M&E will be done throughout the life of the REAP, and mapping out a plan.

The learner and the supervisor work together in preparing the M&E Plan. Other stakeholders may participate in its development, depending on their role and interest in the REAP.

Taking off from the REAP, the following information are determined to serve as guide in the conduct of M&E:

Figure 13. M&E Plan Template

1	2	3	4	5	6
Indicator	Method	Data Source	Timeline	Person Responsible	Support Needed
<b>Milestone Indicators</b>					
1-24%					
25-49%					
50-74%					
75-99%					
100%					
<b>Success Indicators</b>					
...					

1. **Indicator.** Identify what will be measured about the REAP.
2. **Method.** Identify the appropriate method/s to be used to measure each indicator.
3. **Data Source.** Identify from what or whom data about REAP progress will be obtained.
4. **Timeline.** Determine the schedule or frequency of conducting M&E activities.
5. **Person Responsible.** Specify who will carry out M&E activities.
6. **Support needed.** Identify support required to carry out M&E activities.

## 1 Indicator: What will be measured?

**Milestone Indicators** to measure REAP progress, and **Success Indicators** to measure REAP completion and results have already been defined in the completed REAP template. Simply pull the information from there.

## 2 Method: How will I gather data to measure REAP progress and results?

As much as possible, data collection should be simple and can be carried out easily. There is a range of methodologies including rapid appraisal methods, informal methods and formal methods. Each type has its pros and cons. Annex D presents more information about these methods.

For most REAPs, rapid appraisal is normally used. It allows for quick, real-time assessment and reporting, and therefore feedback to the learner, supervisor and other decision-makers on the progress of the REAP is immediate. Its methods are particularly useful when descriptive information is sufficient for decision making. It is appropriate when there is a need to:<sup>11</sup>

- Understand motivations and attitudes that may affect people’s behavior, in particular the behavior of target users, beneficiaries or other stakeholders of the REAP
- Interpret available quantitative data
- Generate suggestions and recommendations

Some of the more common rapid appraisal methods are described in Figure 14. Methods may be combined, if needed. For example, data gathered through key informant interviews can be supported by direct observation and/or focus group discussion.

In addition, documents review or the analysis of reports, records and other documentations may supplement rapid appraisal to verify or corroborate information. Field visits or validation at the project site, using rapid appraisal methods, may also be conducted.

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<sup>11</sup> Kusek, Jody Zall, Ten Steps to a Results-Based Monitoring and Evaluation System, Washington: The World Bank. 2004

Figure 14. Rapid Appraisal Methods

Rapid Appraisal Methods	Description
Key Informant Interview	Collection of data by asking questions on perceptions and opinions from an individual considered knowledgeable on the topic at hand; uses exploratory, open-ended questions
Focus Group Discussion	Obtaining in-depth information on concepts, perceptions and ideas of a group of carefully selected people with similar backgrounds, using structured questions
Community Group Interview	Facilitated discussion of a series of structured questions in a meeting open to all community members (e.g., town hall meetings)
Direct Observation	Method of gathering information on what is seen and heard at a project site or workplace (e.g., ongoing activities, processes, discussions, social interactions, physical arrangements, and observable results)
Mini Survey or Quick Pulse Survey	Involves developing a small focused set of questions or statements that can quickly surface data from respondents

### 3 Data Sources: From what / whom can data be obtained?

Data sources are those that can provide data or evidence of improvements in learners and the workplace as a result of the REAP. Broadly, these may include people and documents. Be specific about data sources. Indicate specific names of persons, groups or documents, whenever possible.



Supervisors, peers, employees, learners, clients

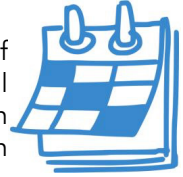


Documents, reports, work outputs



#### 4 **Timeline: When will M&E activities be conducted?**

Determine the schedule or frequency of monitoring over the life of the REAP, for instance, weekly, monthly, quarterly. These scheduled formal monitoring may be interspersed with informal checking of progress through conversations or observations. More frequent checking ensures that one is on top of REAP implementation and problems can be addressed in real time.



#### 5 **Person Responsible: Who will conduct M&E?**

The learner and the supervisor primarily share the responsibility to M&E the REAP. The involvement of other stakeholders will depend on the need and stage of REAP implementation. For instance, HR may come in to provide technical assistance on measuring competency improvements or behavioral change, and Planning on assessing REAP contribution to organisational outcome. The RASCI table in Figure 12 (page 23) may help in identifying responsibilities in M&E.

#### 6 **Support Needed: What support is required to conduct M&E?**

If the REAP is part of the unit's workplan, resources and processes for M&E may already be provided for. Other support requirements beyond this, if any, have to be identified to ensure M&E activities are conducted. For example, if clients in the community need to be interviewed about how the REAP benefited them, is there provision for transportation and other logistics to be able to do this?

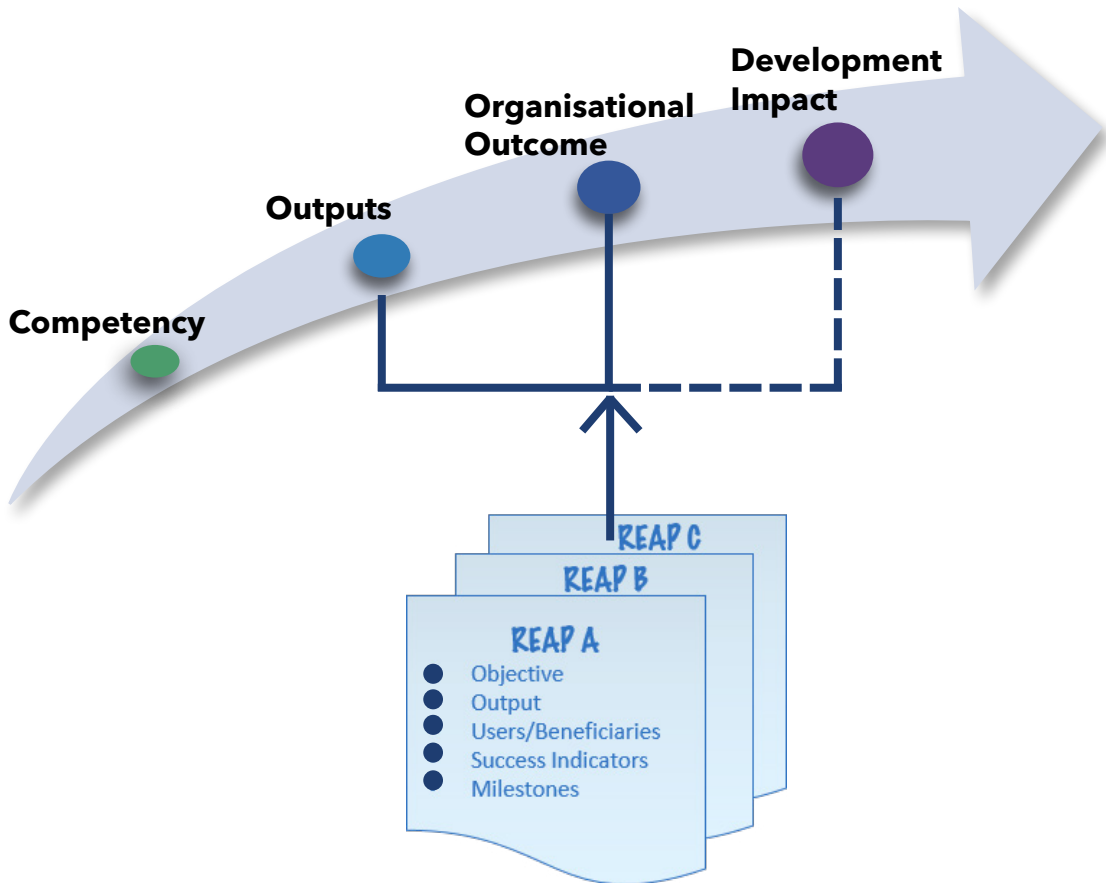
Figure 15 presents a sample REAP M&E Plan

Figure 15. Sample M&E Plan for a REAP

Indicator (What to measure)	Method (How to monitor)	Data Source (From what/ whom to get data)	Timeline (When to get data)	Person responsible	Support needed
<b>Milestone Indicators</b>					
1-25% GIS Framework is validated by PPDO staff and selected departments	Document Review	Minutes of meeting	February 2014	Learner	None
26-50% GIS Framework and draft GIS Operations Manual are approved for pilot-testing by PPDO Head	Document Review	Signed approval	March 2014	Learner	None
51-75% All PPDO staff are trained and use GIS Operations Manual in formulating/ enhancing road sector development plans	Interview/ FGD Plan Review	PPDO Staff Road sector development plans drafted	Monthly in 2014, Quarterly thereafter	Learner PPDO Head	PPDO head to include REAP in agenda of staff meetings
76-99% Use of GIS Operations Manual is pilot-tested in selected LGUs (April-June); manual is finalised	Interview/ FGD Document Review	City/ Municipal Planning Officers Report on Results of Pilot-testing	June 2014	Learner GIS staff	Budget for communications and travel to selected LGUs
100% Final GIS Operations Manual is approved for adoption by Governor and Sangguniang Panlalawigan	Document Review	Final GIS Operations Manual with signed approval by Governor and SP	December 2014	Learner GIS staff	Budget for communications and travel to monitor LGUs
<b>Success Indicators</b>					
Percentage of road sector development plans that are compliant with processes and quality standards established in GIS Operations Manual	Plan Review	City/ Municipal road sector development plans drafted	December 2014, every 6 months thereafter	Learner GIS staff	Budget for communications and travel to monitor LGUs
Percentage of the LGU's cities and municipalities with linked road sector development plans	Plan Review	City/ Municipal road sector development plans drafted	December 2014, every 6 months thereafter	Learner GIS staff	

## Linking Cluster of REAPs to WDO

An organisation that has just begun to use the REAP as an approach to ensure application of learning on the job would start with monitoring individual REAPs. However, as more REAPs are implemented, it is necessary to view these REAPs in an integrated way. This involves understanding the link of a cluster of REAPs to the WDO and how they collectively contribute to particular organisational outcomes and development impact.



Much of this process requires conversations among learners, supervisors, mentors, process owners, and other stakeholders of the REAP. They need to come together, discuss and gain a shared understanding of the relationships among REAPs, sometimes from different but related interventions. More on this in the next sections. Below is an illustration of several interventions and their REAPs contributing to a larger goal.

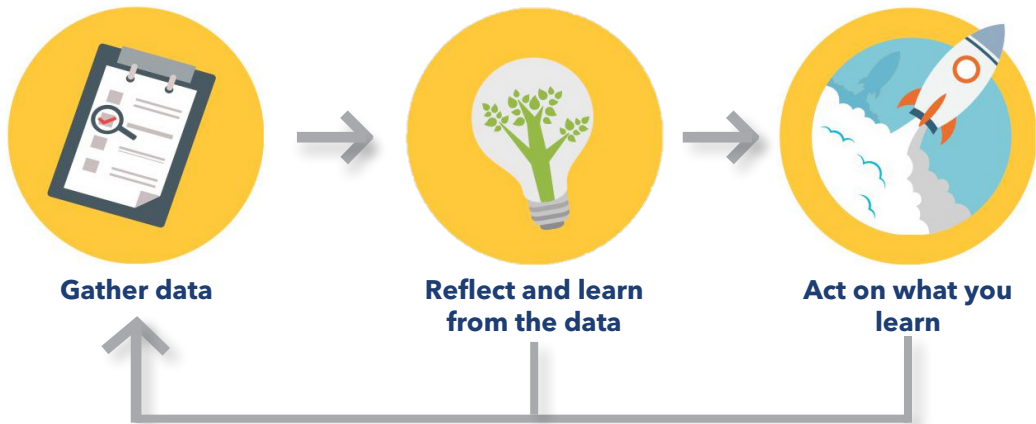
Figure 16. Achieving greater impact through linked interventions

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## Conducting M&E

Like implementing any other project, learners watch, observe and check on the progress of REAP implementation. M&E is conducted not just to determine the status of the REAP but more importantly, to ensure that conditions remain favorable for REAP success. It triggers action on any hindrances to progress or takes advantage of opportunities that might arise.



Conducting M&E involves the continuing process of gathering data about REAP implementation, reflecting and learning from it, and taking action based on what you learn as the REAP unfolds. These steps form a cycle and are guided by questions that help you get snap shots of the REAP during the implementation until its completion.

In monitoring the REAP, supervisors or mentors play an important role in coaching the learner/ scholar in mining and processing lessons from the implementation experience, and using insights to make decisions and determine next steps.



*REAP M&E is a supportive and nurturing process.*

## Gathering data



**Is the REAP on the right track? What is helping or hindering REAP progress?** Using the methodologies outlined in the M&E plan, collect data about the status of the REAP from identified sources. These are the formal activities conducted according to a set schedule. Refer to the **Action Steps** and **Milestones** indicated in the REAP plan and compare actual accomplishment so far. Determine if the REAP is progressing as planned. What has been accomplished or not accomplished?

Figure 18 on the next page shows a number of conditions that may affect REAP implementation. They may either be facilitating or hindering factors, depending on the presence or absence/lack of these factors. This list is not all encompassing and there may be other issues that are unique to the context of particular REAPs. Figure 17 below shows what the 2015 Tracer Study of Australian Aid Scholars (2004-2015) found about the top factors affecting REAP implementation.

Figure 17. Top 3 Facilitating and Hindering Factors in REAP implementation



*It is good to remember that data about REAP progress may also be picked up from informal means, such as through conversation or observation. This usually happens in between formal data gathering. Be sure to note or document these as additional input that may help understand the data gathered through formal processes.*

Figure 18. Possible Facilitating/ Hindering Factors

- Organisation's readiness for change (awareness, desire, and knowledge of people in the organisation about the change, absorptive capacity for the change, reinforcement of changes or improvements)
- Executive sponsorship (presence of a champion, support of supervisor)
- Support of co-workers/teammates (involvement/contribution of co-workers in the implementation of the REAP)
- REAP's alignment with the WDO (REAP contribute to organisation's/ unit's objectives, REAP included in unit/organisation workplan and budget)
- Complementation with REAPs and/or outputs and outcomes from other HR/OD interventions, if appropriate
- Complementation with other organisational initiatives, if appropriate
- Resources provided (adequacy of budget, people, time)
- Competencies to implement the REAP (HR/OD interventions adequately equipped learners to implement the change)
- External support (other donors, community support, etc.)
- Support mechanisms provided by PAHRODF



## Reflecting and learning from the data

### **What does the data mean? What lessons are you learning from the REAP implementation experience?**

It is important to ponder on lessons learned from implementing the REAP. These may be about what can be done differently to ensure objectives are achieved, insights on introducing change in the organisation, implications on similar efforts, and others. These may also include lessons of personal growth in the learner that

leads to better performance as an individual and team member.

Lessons will help determine immediate next steps and how they could be done more efficiently and effectively. They likewise inform actions beyond REAP completion, e.g., what strategies could be more effective if REAP is replicated; what do you watch out for when implementing similar initiatives.



### **Lessons Learnt from Previous Scholars and Participants**

- ✍ *REAP execution is driven by the urgency of the problem to be addressed. It is influenced by the clarity of the organisation's change agenda and the presence of a 'pressure point'. Without the pressure point, a REAP may be considered important but not urgent.*
- ✍ *When REAPs are linked to the change agenda, sustained support from the top and champions at various layers (resources, commitment, policy, etc) are likely to follow.*
- ✍ *REAPs thrive in organisations with a 'developmental mindset' where leaders encourage analysis, reflection, innovation and continuous improvement.*
- ✍ *The role of the supervisor/mentor is critical to defining 'reasonable REAPs' and providing the requisite forms of support.*

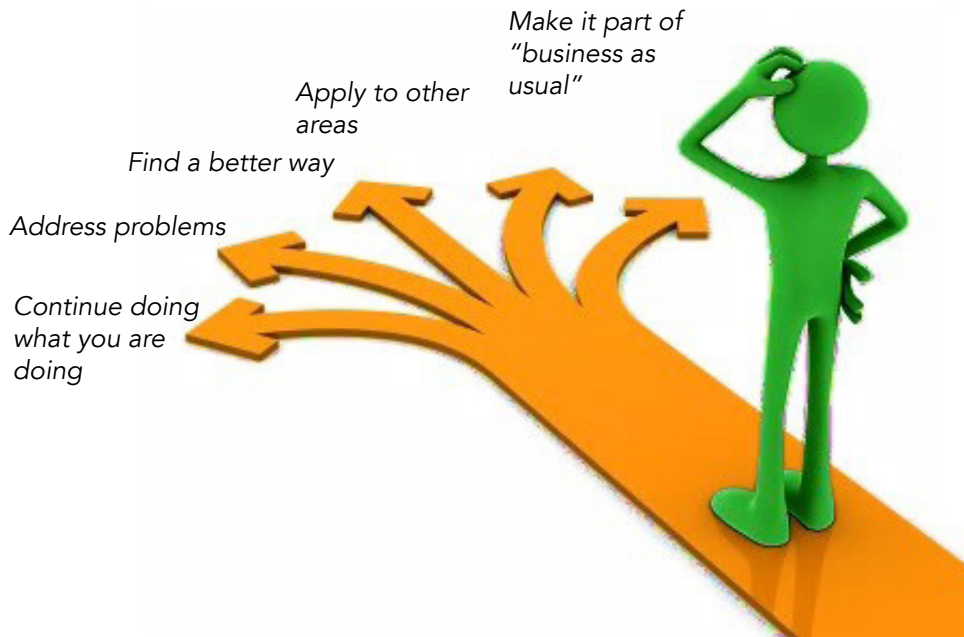




## Acting on what you learn

**What do we need to do to ensure REAP success? What actions are needed to move the REAP towards completion? How can gains be sustained?**

Guided by the current status of the REAP, the progress attained, challenges encountered and new insights, determine the next steps that will push the REAP towards completion and achievement of objectives



## Sharing M&E results

Throughout the implementation of the REAP, communication is essential. It reinforces accountability as well as engages and builds community among those who have an interest in REAP success. Opportunities for sharing information about the REAP include written reports as well as various modes of interaction.



**Reporting  
REAP Progress**



**Getting together  
in a REAP Dialogue**



**Embedding REAP  
Interactions**



**REAP Scoreboards**




## Reporting REAP Progress

Reporting on REAP progress is a responsibility that the learner must own. S/he is accountable for the results of the REAP and must communicate its progress regularly. Because the REAP success is also part of the organisation's success, more often than not, formal documentation of its progress and accomplishments is necessary.


Annex F has the HRODF REAP Progress Report template that serves as a sample that you can adopt. The answers to the guide questions provided in the preceding section of this guidebook are captured in this template. Progress Reports are prepared at regular intervals as the REAP goes through stages of implementation until completion.

There may be existing reporting processes and tools within the organisation which REAP progress may be incorporated (Figure 19). Unless it is required by other entities, such as funding and other external agencies, there need not be separate reporting on the REAP especially if it is part of the office work plan. A sample REAP Progress Report is shown in Figure 20.


Figure 19. Existing Reporting Processes for REAP Progress



**Accomplishment reports**  
These are periodic written summaries of a project's progress to date against a plan. The status of REAPs may be captured here as well



**Individual performance reviews**  
The regular process for assessing an individual's performance may include the review and documentation of REAP accomplishments.



**Office performance assessment**  
The effects or contribution of the REAP may be incorporated in the discussion of office performance and documented as part of its achievements.

Figure 20. Example of REAP Progress Report

<b>REAP Title</b>	
<b>REAP Objective</b>	<b>To improve road sector development planning from manual mapping to spatial mapping using Geographic Information System (GIS) by the end of 2014</b>
<b>Start Date</b>	January 2014
<b>End Date</b>	December 2014
<b>Expected Outputs</b>	Operations Manual on GIS (Road Sector Focus)
<b>Target Customer or User of Outputs</b>	Executive and Legislative decision-making bodies and all departments involved in the formulation of development plans of the Provincial Local Government Unit and other stakeholders who make use of GIS (Road Sector Focus) could benefit from the REAP.
<b>Approved Budget for REAP</b>	PhP 31,600
<b>Date of this Progress Report</b>	August 2014
<b>Has your REAP been revised since it was first approved? If yes, please specify reason for revision.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Reason/s for revision



*REAP progress reporting should be simple and would not take much effort if regular tracking has been done along the way.*

**B. Action Plan Status**

1. What is the current status of your Re-entry Action Plan?

<b>Period :</b>	
<b>Status :</b>	<input type="checkbox"/> REAP is completed, and REAP output is approved by Supervisor and/or top management <input type="checkbox"/> REAP is completed, and REAP output has been fully implemented in at least 1 unit (awardees' own work unit or any other work unit) <input type="checkbox"/> REAP is completed, and REAP output has been replicated in other work units <input type="checkbox"/> REAP is completed, and Outcomes are evident – systems and processes have been improved <input type="checkbox"/> REAP is completed, and Outcomes are considered a benchmark practice by the organisation or other organisations  Please approximate status of on-going REAPs: <input type="checkbox"/> REAP is still ongoing, 76-99% completed. This means you are nearing completion of your REAP objective/s <input checked="" type="checkbox"/> REAP is still ongoing, 51-75% completed. This means you have achieved more than 50% of your REAP objective/s <input type="checkbox"/> REAP is still ongoing, 26-50% completed. This means you have achieved almost 50% of your REAP objective/s. <input type="checkbox"/> REAP is still ongoing, 1-25% completed. This means you are still in the early stages of your REAP implementation and has not gained any significant achievements.  <input type="checkbox"/> REAP has not been implemented/ discontinued (please answer #5 below)

**2. Please describe what has been achieved so far (if REAP is ongoing) or final results (if REAP is completed) vis-à-vis the objectives of the REAP. Include unintended/ unplanned outcomes or results, if any.**

- Conducted validation workshops with PPDO staff and representatives from other departments, including Engineering, Environment and Natural Resources, Disaster Risk Reduction Management, Sangguniang Panlalawigan
- Presented GIS Mnaual to Department Heads, Governor and SP
- Obtained approval for manual on 15 March 2014
- PPDO staff are now using the manual in road sector planning

**3. What competencies targeted in the WDO have you acquired or enhanced? What are you now able to do better or differently at the workplace?**

- Explain in simple terms the importance and use of GIS in development planning, particularly applied to the road sector such that I am able to get support from stakeholders such as the Governor and members of the Sangguniang Panlalawigan.
- Review existing road sector plans and identify their strengths and weaknesses and offer recommendations for improvement.

4. What helped carry out your Re-entry Action Plan? Check all categories that apply and provide explanation below.	
<input type="checkbox"/> <b>Organization's readiness for change</b> (awareness, desire and knowledge of people in the organisation about the change, absorptive capacity for the change, reinforcement of changes or improvements)	
<input checked="" type="checkbox"/> <b>Executive sponsorship</b> (presence of a champion, support of supervisor)	Governor and PPDO head expressed support for my REAP during the orientation
<input type="checkbox"/> <b>Support of Co-workers/ teammates</b> (involvement/ contribution of co-workers in the implementation of the REAP)	
<input type="checkbox"/> <b>REAP's alignment with the WDO</b> (REAPs contribute to organization's/ unit's objectives, REAP included in unit/ organization workplan and budget)	
<input type="checkbox"/> <b>Complementation with REAPS and/or outputs and outcomes from other PAHRODF HR/OD interventions, if appropriate</b>	
<input type="checkbox"/> <b>Complementation with other Australian Aid initiatives, if appropriate.</b>	
<input checked="" type="checkbox"/> <b>Resources provided</b> (adequacy of budget, people, time)	Required budget for REAP was immediately approved
<input type="checkbox"/> <b>Competencies to implement the REAP</b> (HR/OD interventions adequately equipped learners to implement the change)	
<input type="checkbox"/> <b>External support</b> (other donors, community support, etc.)	
<input type="checkbox"/> <b>Support mechanisms provided by PAHRODF</b>	
<input type="checkbox"/> <b>Others</b> (please specify)	

5. What difficulties, if any, have you encountered in implementing your Re-entry Action Plan? Check all categories that apply and provide explanation below. What actions have you taken to address	Please explain how the factor has hindered you from carrying out your REAP	Please cite what you have done to address these hindering factors
<input type="checkbox"/> <b>Organization's readiness for change</b> (awareness, desire and knowledge of people in the organisation about the change, absorptive capacity for the change, reinforcement of changes or improvements)		
<input type="checkbox"/> <b>Executive sponsorship</b> (presence of a champion, support of supervisor)		
<input checked="" type="checkbox"/> <b>Support of Co-workers/ teammates</b> (involvement/ contribution of coworkers in the implementation of the REAP)	There was initial resistance from PPDO-GIS staff.	Held demonstrations of the technology to co-workers, and showed how GIS could save them time and improve their output.
<input type="checkbox"/> <b>REAP's alignment with the WDO</b> ( <i>REAPs contribute to organization's/ unit's objectives, REAP included in unit/ organization workplan and budget</i> )		
<input type="checkbox"/> <b>Complementation with REAPs and/or outputs and outcomes from other PAHRODF HR/OD interventions, if appropriate</b>		
<input type="checkbox"/> <b>Complementation with other Australian Aid initiatives, if appropriate</b>		
<input type="checkbox"/> <b>Resources provided</b> (adequacy of budget, people, time)		
<input type="checkbox"/> <b>Competencies to implement the REAP</b> ( <i>HR/ OD interventions adequately equipped learners to implement the change</i> )		
<input type="checkbox"/> <b>External support</b> (other donors, community support, etc.)		
<input type="checkbox"/> <b>Support mechanisms provided by PAHRODF</b>		
<input type="checkbox"/> <b>Others</b> (please specify) _____		

6. What do you consider as significant lessons in implementing change in your organization through your REAP? Or if you were to develop and implement the REAP again, or to expand or replicate it, how will you do it differently? Please explain.

- Communication is key to getting buy-in of people who are resistant to change.



*Sometimes there are challenges in writing REAP progress reports. Heavy workload, lack of time or writing skills may make writing reports difficult. Explore alternatives such as oral presentation in meetings, video recording, or interviews that can be transcribed into a report template. However, note that some of these options may require additional resources.*

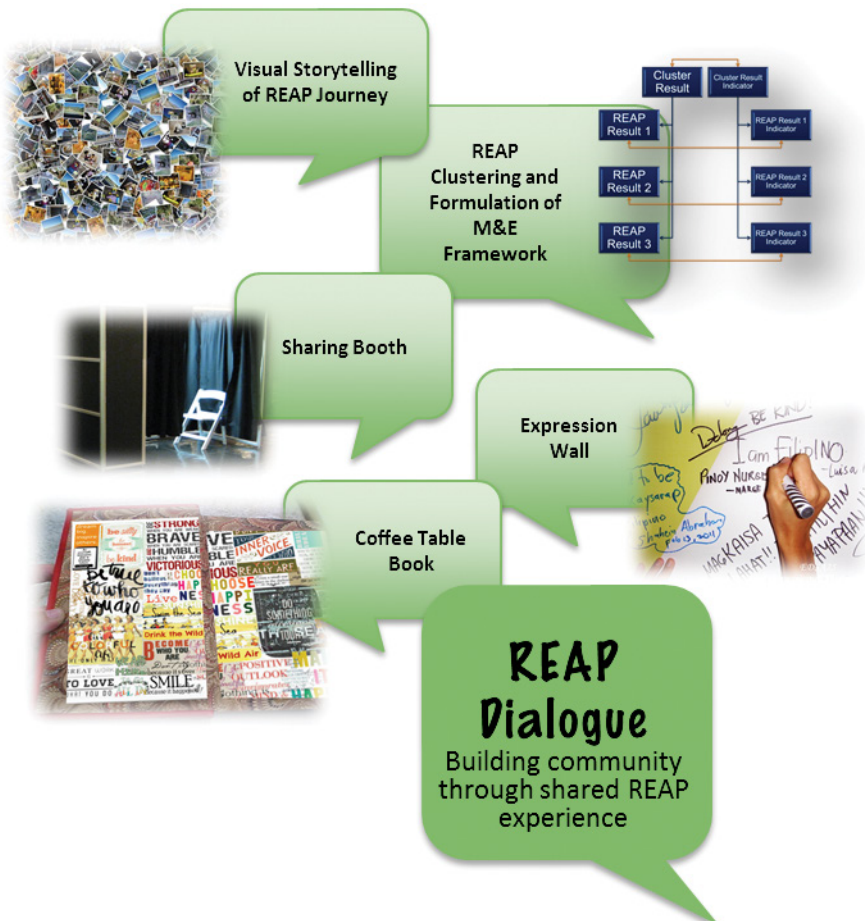




## Getting together in a REAP dialogue

As resources allow, REAP events may be organised, such as a REAP Dialogue. REAP implementers (supervisors or mentors may be invited) from within an organisation, led by the change sponsor, can gather in one venue to share experiences, and promote learning and support, in a casual and relaxed manner. This is also a good way of monitoring group REAPs. Fig. 21 shows some suggested elements of a REAP Dialogue Event. See Annex G for a description of these elements and Annex H provides guides questions for video taping a REAP progress report.

Figure 21. Elements of a REAP Dialogue





## Embedding REAP Interactions

Integrating REAP monitoring in existing processes or practices already in the workplace (Figure 22) is preferable to setting up new or additional processes. Gathering data, making sense and learning from it, and agreeing on actions to take can be done collaboratively by making it part of the conversations that go on in these processes. Annex I provides a helpful process and some guide questions for a REAP conversation.

Figure 22. Embedding REAP Interactions in the Workplace

### Staff meetings

These are usually scheduled gathering of a team to discuss the status of projects and other activities within an office. If the REAP is part of the unit's workplan, then the current progress and implementation concerns about the REAP can be tackled.



### Just-in-time discussion and feedback

These are conversations that learners, their supervisors and/or co-team members have in the course of implementing the REAP. Sometimes these are spontaneous or informal interactions that may yield useful data for real-time decision-making and adjustments in REAP implementation.



*Making the REAP part of the unit's work plan or office performance commitment facilitates M&E. The unit becomes accountable for it and will necessarily have to track its progress and results.*



## Making REAP Progress Visible

When people are aware of how the REAP is doing, they are more motivated to pay attention and engage in the necessary action to keep things moving forward. Let people see REAP progress by creating visual aids that are interesting and easy to understand. Graphics are useful in focusing discussion around the REAP and summarising accomplishments so far.

Dashboard



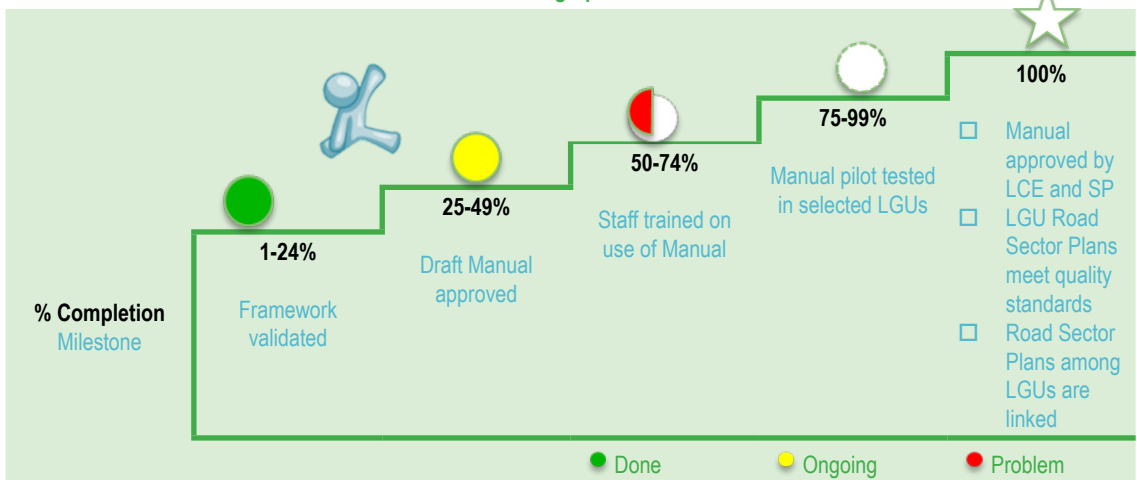
Bar Graph



Pie Chart



Infographic



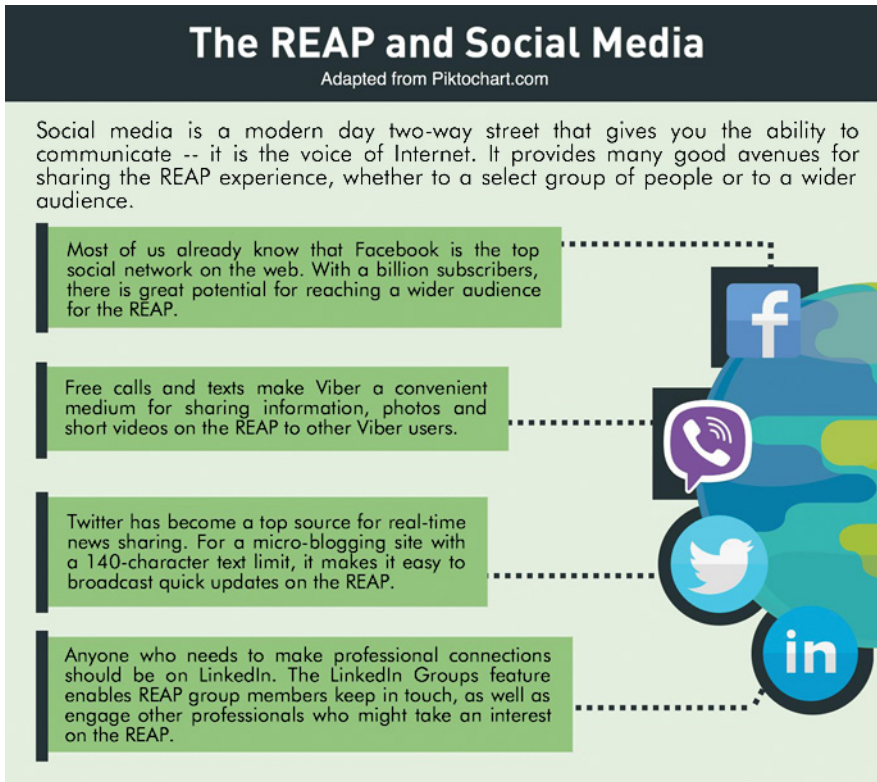
**Making REAP progress visible...** Keep it simple. Include only the most important information. Make it interesting. Make it conspicuous or easily accessible especially to those who need to see it. Keep it updated. Use it to focus conversations about the REAP.

**“People play differently when they are keeping score.”** --The 4 Disciplines of Execution by McChesney, Covey and Huling

## Going online

Social media and other digital tools may also be utilized for reporting REAP M&E information. These tools allow for real time communication to keep supervisors and colleagues informed on REAP progress. They are particularly useful when learners are scattered nationwide. They can also minimize and sidestep red tape and bureaucracy when disseminating REAP information.

Figure 23. The REAP and Social Media



## Using M&E results

The most important purpose of M&E is to generate information that enables organisations and learners to achieve results and continuously improve because of the REAP experience.



### Ensuring success

As emphasised in previous sections, M&E is particularly helpful not only in keeping an eye on the progress and accomplishments of REAPs but also on the conditions that may facilitate or hinder implementation. M&E findings provide guidance in responding to problems or opportunities to enable the REAP's forward movement.

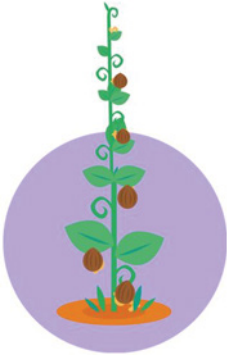


### Harvesting lessons

The experience of implementing REAPs generates rich insights for organisational learning as well as individual growth and development. These lessons can be shared, and inform decisions and actions. They point to how things can be done better. They can be documented and captured in the knowledge management system of the organisation.



*It is important that REAP M&E results make its way to the organisation's mainstream M&E system. This way, the contribution of the REAP to the organisation's priority thrust is recognised.*



### Sustaining gains

M&E is an integral part of sustaining change efforts. It can spur the expansion or scaling up of the REAP coverage or trigger other change initiatives to build on the initial gains of the REAP. Information generated through M&E are vital to the organisation's movement from installation of improvements through the REAP, to institutionalisation of enhanced capacity and embedding new practices into the organisation's business-as-usual.

### Celebrating wins

Throughout the life of the REAP, there will be small and big wins. Whether it is overcoming a small REAP challenge, achieving a progress milestone or completing the REAP, there is cause for recognition of individual and collective efforts towards REAP success. Affirmation builds support and gives encouragement despite setbacks along the way.



*"We are not superheroes. We don't have super powers. We are not politicians who have great influences, nor are we popular and famous celebrities who have a slew of fans. We only have the REAPs. But imagine if all of these are sustained and implemented to improve service delivery to the public! I'm sure that our country will be a better place to live in – and more Filipinos will live better lives."*

*Agnes Radam, NAMRIA  
Masters in Human Resource Management  
Griffith University, 2008*

## References

Kirkpatrick, Donald L. and Kirkpatrick, James D. (2006). Evaluating Training: The Four Levels (3rd Edition). NY: Berrett-Koehler.

Kusek, Jody Zall (2004) Ten Steps to a Results-Based Monitoring and Evaluation System, Washington: The World Bank.

McChesney, Chris, Covey, Sean, Huling, Jim (2012). The 4 Disciplines of Execution. NY: Free Press.

Philippines Australia Human Resource and Organisational Development Facility (2011), Validation of Results of PAHRDF 2009-2010 Interventions.

Philippines Australia Human Resource and Organisational Development Facility (2015), Book 3 Case Studies, PAHRODF M&E Report 8.

### Websites

Kirkpatrick Partners, [www.kirkpatrickpartners.com](http://www.kirkpatrickpartners.com)

Management Mania, [www.managementmania.com](http://www.managementmania.com)

Society for Human Resource Management, [www.shrm.org](http://www.shrm.org)

### Videos on REAPs

<https://www.pahrodf.org.ph/media/videos>

### Sources of images

Page 5 [http://www.autismontario.com/client/aso/ao.nsf/docs/39d33d62f495169a85257e45000b56e7/\\$file/btg-may-13-2015.html](http://www.autismontario.com/client/aso/ao.nsf/docs/39d33d62f495169a85257e45000b56e7/$file/btg-may-13-2015.html)

Page 26 <http://www.ubermarketing.co.uk/tag/free-icons/>

Page 35 [http://www.longfield.uk.com/transition/PublishingImages/mn\\_Employment\\_Options.jpg](http://www.longfield.uk.com/transition/PublishingImages/mn_Employment_Options.jpg)

Others [Piktochart](http://Piktochart), [www.piktochart.com](http://www.piktochart.com)  
[Icons Database](http://Icons Database), [www.iconsdb.com](http://www.iconsdb.com)

# Annexes

## A. Acronyms

BAGAD	Barangay Agenda for Governance and Development
CSC	Civil Service Commission
CSI	Civil Service Institute
DepEd	Department of Education
DILG	Department of Interior and Local Government
GIS	Geographic Information System
HR	Human Resources
HROD	Human Resource and Organisation Development
IPCR	Individual Performance Commitment and Review
M&E	Monitoring and Evaluation
NAMRIA	National Mapping and Resource Information Authority
NEO	Newly Elected Officials
OA	Organisational Assessment
OD	Organisation Development
OPCR	Office Performance Commitment and Review
PAHRODF	Philippines Australia Human Resource and Organisational Development Facility
PHIVOLCS	Philippine Institute of Volcanology and Seismology
PLGU	Provincial Local Government Unit
PRIME-HRM	Program to Institutionalize Meritocracy and Excellence in Human Resource Management
RASCI	Responsible, Accountable, Support, Consulted, Informed
REAP	Re-Entry Action Plan
ROE	Return on Expectations
ROI	Return on Investment
S/TAR	Situation or Task, Action, Result
WDO	Workplace Development Objective



## B. REAP Template for HR/OD Interventions

### **Re-Entry Action Plan (REAP)**

The PAHRODF has established a mechanism, through the Re-entry Action Planning, to ensure that the learning gained from the HR/OD intervention is significantly applied in their respective workplaces/communities. The planning is a proactive process that facilitates discussions and agreements between the participants and supervisors and/or support organization/s on what has been learned and how they these will be applied at work.

The Re-Entry Action Planning promotes commitment building from both the employees and the supervisors/support organization/s to address the identified development concern of their organizations/workplace.

#### **A. Background Information**

Name of Partner Organisation	
HR/OD intervention Title	
Individual Learner or Participant	
Workplace Development Objectives	
Target Capacity Improvement	
Describe current situation (problem or opportunity) in your workplace that you need to address through your REAP	
REAP Plan Title	
Re-entry Action Plan Objective SMART-Specific, measurable, attainable, result-oriented and with time-frame	
Start date	
Expected Outputs	
Beneficiary/ies	
Identify Success Indicators or measures of success	

## B. High Impact Activities (Action Steps)

Activities	Responsible Person	Support Needed from:	Target Date
<<add more rows as needed>>			

## C. Percent of Completion

(Please describe in your own words what you mean by 25%, 50%, 75% and 100% completion rates in the corresponding boxes)

Percent of Completion	Qualitative Description
25%	
50%	
75%	
100%	

**D. Required Resources**

Provide specific details of the physical and human resources required to successfully implement the Action Plan.	
Provide specific details of the budget resources required to successfully implement the Action Plan.	

**E. Risk Assessment**

Describe the risks that might impact on the success of the Action Plan and how you plan to manage these to ensure success.	
--	--

Signed By :

Signed By :

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Approving Officer

## C. REAP Template for Australia Awards Scholarships

### Re-Entry Action Plan

The HRODF adopts the Re-entry Action Planning process of the PAHRDF, to ensure that all learning gained by the awardees from the Australia Awards Scholarships (AAS) are significantly applied to their respective Organisations. It is a proactive process that facilitates discussions and agreements between the awardees and their supervisors on the focus and strategy of the REAP to ensure that the plan will be made part of the office/unit work plan envisaged to contribute to the change agenda of the Organisation.

The Re-Entry Action Planning promotes commitment building from both the employees and the supervisors to address the identified development concern of their Organisations. This means that the development of the plan requires iterative consultation during its preparation.

#### 1. Background Information

<b>Name of Organisation</b>	
<b>Name of Awardee</b>	
<b>Degree Program Applied For/Degree Program Granted</b>	

<b>Situationer</b>	<b>Guide Questions</b>	<b>My REAP</b>
<p>(Describe the following:</p> <ul style="list-style-type: none"> <li>• Current situation in terms of problems, challenges or opportunities in the external environment/ targeted sector</li> <li>• Current capacity gap in the workplace that the REAP is expected to address or contribute to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Statement must show current problem, gap or opportunity for enhancement at the capacity level;</li> <li><input type="checkbox"/> May refer to lack of systems, processes or mechanisms in performing a task</li> </ul>	

<b>Workplace Development Objectives (WDO)</b>	<b>Guide Questions</b>	<b>My REAP</b>
<p><b>Development Impact</b></p> <p>(Describe how these improvements will impact the Organisation's service delivery. What benefit/s to external clients do you expect to see as a result of these improvements?)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Statement must capture benefits to external clients</li> <li><input type="checkbox"/> Statement must refer to specific clientele;</li> <li><input type="checkbox"/> May refer to improvements in access to service, level of participation of targeted clients, level of satisfaction etc.;</li> </ul>	
<p><b>Organisation Outcomes</b></p> <p>(What improvements in organisation's processes, systems, strategies, policies and structures will result from the enhanced competencies brought about by the program/ course?)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Statement must vividly capture improvements in organizational strategies, policies, structures, systems, processes, mechanisms.</li> <li><input type="checkbox"/> May refer to improvements in turn-around time in a process, quality of delivery of service etc, number, quality, timeliness of completed programs and projects, budget to implement programs and projects;</li> </ul>	

<p><b>Competency</b></p> <p>(What relevant knowledge, skills and behavior) is the awardee expected to develop/enhance through his/her scholarship?)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Statement must show improvements in relevant competency gap/s</li> <li><input type="checkbox"/> Competency gap may refer to lack of skill and knowledge in the implementation of a new system, process or mechanism</li> <li><input type="checkbox"/> Must be discussed with supervisor</li> </ul>	
<p><b>REAP Title</b></p> <p>(Provide a brief but descriptive title of the REAP. The title should give the reader a good idea of the nature of the REAP)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Must be short , incorporate key word/ phrases</li> <li><input type="checkbox"/> Must capture the readers' attention;</li> <li><input type="checkbox"/> Must give the reader idea what the REAP will accomplish.</li> </ul>	

<p><b>REAP Objective</b></p> <p>One objective statement only.</p> <p>(Objective must refer to results not activities or processes and should be SMART - Specific, measurable, attainable, result-oriented and with timeframe)</p> <p>Note: Remember that your plan should contribute to the Workplace Development Objectives, particularly the organisational outcome or development impact</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Must contribute to the organizational outcome and development impact;</li> <li><input type="checkbox"/> Must be output/results-based;</li> <li><input type="checkbox"/> Focus may be on: <ul style="list-style-type: none"> <li>◦ Pilot testing in a work unit</li> <li>◦ Institutionalization/ sharing to other work units, the whole organisation or to other organisations;</li> </ul> </li> <li><input type="checkbox"/> Use the formula in developing REAP objective (refer to page 14);</li> </ul>	
<p><b>Output/s</b></p> <p>(What output/s is expected of the awardee from the scholarship and which is envisioned to contribute to the organisational outcome?)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Statement must point to a tangible output expected to be completed by the awardee for implementation in her/his workplace 1-2 years upon return from Australia;</li> <li><input type="checkbox"/> May refer to an enhanced guidebook, improved manual, framework, improved process map that will be approved by supervisor and used at work;</li> </ul>	
<p><b>Conditions</b></p> <p>(What authority, materials and other support are needed for the awardee to produce the expected outputs?)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Statement must zoom in on reinforcements, support needed to complete the output that will be implemented at work;</li> <li><input type="checkbox"/> May refer to access to data, visible support from immediate supervisors, colleagues;</li> </ul>	

<p><b>Standards</b></p> <p>(How well must the competency be performed or what criteria will be used to consider the outputs acceptable?)</p> <ul style="list-style-type: none"> <li>✓ Standard may be in terms of quality, quantity, timeliness or cost; or process requirements</li> <li>✓ These standards may apply to both the outputs from the course of study and the Re-Entry Action Plans</li> <li>✓ Standards are written from the perspective of the Organisation</li> </ul>	<ul style="list-style-type: none"> <li>❑ Statement must explain the specifications of targeted stakeholders for the output to be approved and eventually used in the organization</li> <li>❑ May refer to an output being pilot-tested or stakeholders consulted for review and approval of the output;</li> </ul>	
<p><b>Success indicators or measures of success</b></p> <p>(What will serve as evidences of success of the REAP? This can be in terms of quantity, quality and time? This may include % of usage of specific system or process; change in behaviour of users or customers; improvements in the Organisation's processes (and when possible, change in customers' condition; increase in revenue, etc.)</p> <p>Note: This has to be consistent with the plan objectives set.)</p>	<ul style="list-style-type: none"> <li>❑ Output is shared to critical stakeholders and are trained in this competency (or what can be referred to as multiplier effect)</li> <li>❑ Output used to improve a system, process, mechanism, strategy, service delivery is used by other work units in the organization;</li> </ul>	



<p><b>Direct Customer of the REAP</b></p> <p>(Who is the main user and/or beneficiary of the REAP?)</p>	<p><input type="checkbox"/> Statements must provide both the user and beneficiary of the REAP;</p> <p><input type="checkbox"/> User could be within your work unit and beneficiaries could be within and beyond your work unit</p>	
<p><b>How will women benefit from your REAP?</b></p>	<p><input type="checkbox"/> Provide a statement on how women will benefit from the results/gains of your REAP</p>	

<p><b>REAP Start and End Date</b></p> <p>(Indicate the start date for the implementation of the REAP)</p>	<p><b>Start:</b></p>	<p><b>End:</b></p>
<p><b>Action Steps</b></p>		
<p><b>High Impact Activities (Action steps to achieve the REAP objective)</b></p> <p>&lt;Write specific steps to be undertaken relative to the plan. Action steps must be within your area of control or influence. It should be arranged in logical and sequential order.&gt;</p>	<p><b>Person Responsible</b></p> <p>&lt;Identify who (name of person if possible) will do each action cited in the first column. Please do not simply write–“PPD Office” or “the community/partners” or “DAR”&gt;</p>	<p><b>Target Date</b></p> <p>&lt;Specify duration/ date(s) not just month for conducting each action cited. Preferably with start and end dates&gt;</p>

## 2. Percent of Completion

Please describe in your own words what you mean by 25%, 50%, 75% and 100% completion rates in the corresponding boxes.

Percent of Completion	Qualitative Description
25%	
50%	
75%	
100%	

## 3. Required Resources

<p>Provide specific details of the <b>physical and human resources</b> required to successfully implement the Action Plan</p> <p>(Indicate physical HR support for the plan – from what offices; what facilities, materials, equipment, personnel are necessary in implementing the Re-entry Action Plan?)</p>	
<p>Provide specific details of the <b>budget resources</b> required to successfully implement the Action Plan</p> <p>(Specify needed funds and for what expense item(s)/activity. How much? This will give the Head of Office or approving officer (s) a view of costs for implementing the plan)</p>	

#### 4. Risk Assessment

Describe the **risks** that might impact on the success of the Action Plan and how you plan to manage these to ensure success.

(Identify factors that will block/ limit/ slow-down accomplishment of intended results or lessen quality of outputs. Some examples are:

- Change in leadership and priorities
- Waning interest of stakeholders
- Delay in flow of required funds
- Intervening activities or other urgent concerns overlapped schedule of Re-Entry Action plan implementation

Indicate how these will be addressed.)

Signed by:

Signed by:

**Name of Awardee**

**Name of the Approving Officer**  
(in behalf of the Organisation)

## D. Data Gathering Methods

	<b>Rapid Appraisal Methods</b>	<b>Informal Methods</b>	<b>Formal Methods</b>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Quick ways to gather the views and feedback of beneficiaries and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Involves informal observations and conversations with target respondents/ beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• Well-structured and collects in- depth information</li> </ul>
<b>Pros</b>	<ul style="list-style-type: none"> <li>• Fairly cheap</li> <li>• Reasonably accurate</li> <li>• Can be broad or narrowly focused</li> </ul>	<ul style="list-style-type: none"> <li>• Cheap and easy but usually not sufficient</li> </ul>	<ul style="list-style-type: none"> <li>• High validity and replicability</li> <li>• Often used to gather data on large populations</li> </ul>
<b>Cons</b>	<ul style="list-style-type: none"> <li>• Not always easy to repeat</li> <li>• Not usually useful for collecting data that can be used to talk about a large population</li> </ul>	<ul style="list-style-type: none"> <li>• Objectivity and validity issues</li> <li>• (Don't discount this information but validate it)</li> </ul>	<ul style="list-style-type: none"> <li>• Often narrowly focused</li> <li>• Can be expensive</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>• FGD</li> <li>• Key Informant Interview</li> <li>• Direct Observation</li> <li>• Mini Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Casual and unstructured observations and conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Large scale surveys</li> <li>• Case studies</li> </ul>

Source: CIDA RBM Toolkit

## E. REAP M&E Plan Template

This table may be added as the last section of the REAP Template:

### REAP M&E Plan

<b>Indicator</b> (What to measure)	<b>Method</b> (How to monitor)	<b>Data Source</b> (From what/ whom to get data)	<b>Timeline</b> (When to get data)	<b>Person responsible</b>	<b>Support needed</b>
<b>Milestone Indicators</b>					
1-24% ...					
25-49% ...					
50-74% ...					
75-99% ...					
100% ...					
<b>Success Indicators</b>					
...					
...					
...					

## F. REAP Progress Report

### Philippines Australia Human Resource and Organisational Development Facility Re-entry Action Plan Progress Report

#### Background

This survey seeks to monitor the progress of the REAP that you developed as a result of your participation in the HR/OD intervention or scholarship. We are interested in gathering information about the status of your REAP and your experience in implementing it. Please answer all items as specific as possible. Thank you.

<b>A. Basic Information</b>	
<b>Name of Participant/Awardee</b>	
<b>Contact Info</b>	
<b>Mobile number:</b>	
<b>Email address:</b>	
<b>Name of Organisation</b>	
<p><i>For HR/OD intervention, write here the Title of the HR/OD activity:</i></p> <p><i>For Scholarships, write here the Title of Degree/Program earned and University:</i></p>	
<b>REAP Title</b>	
<b>REAP Objective</b>	
<b>Start Date</b>	
<b>End Date</b>	
<b>Expected Outputs</b>	
<b>Target Customer or User of Outputs</b>	
<b>Approved Budget for REAP</b>	
<b>Date of this Progress Report</b>	
<p><b>Has your REAP been revised since it was first approved? If yes, please specify reason for revision.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Reason/s for revision:</p>

**B. Action Plan Status**

**1. What is the current status of your Re-entry Action Plan?**

<b>Reporting Period :</b>	
<b>Status :</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> REAP is completed, and REAP output is approved by Supervisor and/or top management</li> <li><input type="checkbox"/> REAP is completed, and REAP output has been fully implemented in at least 1 unit (awardees' own work unit or any other work unit)</li> <li><input type="checkbox"/> REAP is completed, and REAP output has been replicated in other work units</li> <li><input type="checkbox"/> REAP is completed, and Outcomes are evident – systems and processes have been improved</li> <li><input type="checkbox"/> REAP is completed, and Outcomes are considered a benchmark practice by the organisation or other organisation</li> </ul> <p>Please approximate status of on-going REAPs:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> REAP is still ongoing, 76-99% completed. This means you are nearing completion of your REAP objective/s</li> <li><input type="checkbox"/> REAP is still ongoing, 51-75% completed. This means you have achieved more than 50% of your REAP objective/s</li> <li><input type="checkbox"/> REAP is still ongoing, 26-50% completed. This means you have achieved almost 50% of your REAP objective/s.</li> <li><input type="checkbox"/> REAP is still ongoing, 1-25% completed. This means you are still in the early stages of your REAP implementation and has not gained any significant achievements.</li> <li><input type="checkbox"/> REAP has not been implemented/ discontinued (please answer #5 below)</li> </ul>

**2. Please describe what has been achieved so far (if REAP is ongoing) or final results (if REAP is completed) vis-à-vis the objectives of the REAP. Include unintended/unplanned outcomes or results, if any.**

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**3. What competencies targeted in the WDO have you acquired or enhanced? What are you now able to do better or differently at the workplace?**

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<b>4. What helped carry out your Re-entry Action Plan? <u>Check all categories</u> that apply and provide explanation below.</b>	Please explain how the factor has helped you carry out your REAP
<input type="checkbox"/> <b>Organization’s readiness for change</b> ( <i>awareness, desire and knowledge of people in the organisation about the change, absorptive capacity for the change, reinforcement of changes or improvements</i> )	
<input type="checkbox"/> <b>Executive sponsorship</b> (presence of a champion, support of supervisor)	
<input type="checkbox"/> <b>Support of Co-workers/ teammates</b> (involvement/ contribution of co-workers in the implementation of the REAP)	
<input type="checkbox"/> <b>REAP’s alignment with the WDO</b> ( <i>REAPs contribute to organization’s/ unit’s objectives, REAP included in unit/ organization workplan and budget</i> )	
<input type="checkbox"/> <b>Complementation with REAPS and/or outputs and outcomes from other PAHRODF HR/OD interventions, if appropriate</b>	
<input type="checkbox"/> <b>Complementation with other AusAID initiatives, if appropriate.</b>	
<input type="checkbox"/> <b>Resources provided</b> (adequacy of budget, people, time)	
<input type="checkbox"/> <b>Competencies to implement the REAP</b> (HR/OD interventions adequately equipped learners to implement the change)	
<input type="checkbox"/> <b>External support</b> (other donors, community support, etc.)	
<input type="checkbox"/> <b>Support mechanisms provided by PAHRODF</b>	
<input type="checkbox"/> <b>Others</b> (please specify)  <hr/>	



<b>5. What difficulties, if any, have you encountered in implementing your Re-entry Action Plan? Check all categories that apply and provide explanation below. What actions have you taken to address the difficulties encountered?</b>	Please explain how the factor has hindered you from carrying out your REAP	Please cite what you have done to address these hindering factors
<input type="checkbox"/> <b>Organization's readiness for change</b> <i>(awareness, desire and knowledge of people in the organisation about the change, absorptive capacity for the change, reinforcement of changes or improvements)</i>		
<input type="checkbox"/> <b>Executive sponsorship</b> <i>(presence of a champion, support of supervisor)</i>		
<input type="checkbox"/> <b>Support of Co-workers/ teammates</b> <i>(involvement/ contribution of coworkers in the implementation of the REAP)</i>		
<input type="checkbox"/> <b>REAP's alignment with the WDO</b> <i>(REAPs contribute to organization's/ unit's objectives, REAP included in unit/ organization workplan and budget)</i>		
<input type="checkbox"/> <b>Complementation with REAPs and/or outputs and outcomes from other PAHRODF HR/OD interventions, if appropriate</b>		
<input type="checkbox"/> <b>Complementation with other AusAID initiatives, if appropriate</b>		
<input type="checkbox"/> <b>Resources provided</b> <i>(adequacy of budget, people, time)</i>		
<input type="checkbox"/> <b>Competencies to implement the REAP</b> <i>(HR/ OD interventions adequately equipped learners to implement the change)</i>		
<input type="checkbox"/> <b>External support</b> <i>(other donors, community support, etc.)</i>		
<input type="checkbox"/> <b>Support mechanisms provided by PAHRODF</b>		
<input type="checkbox"/> <b>Others</b> <i>(please specify)</i>  <hr/>		

**6. What do you consider as significant lessons in implementing change in your organization through your REAP? Or if you were to develop and implement the REAP again, or to expand or replicate it, how will you do it differently? Please explain.**

## **G. REAP Dialogue Design**

Elements of a REAP Dialogue event:

### **Visual Storytelling of REAP Journey**

Participants individually recall the steps they took from the time the REAP was approved to its current status. As a group, they identify the stages of REAP implementation. They then develop a visual or creative representation of the stages of their REAP, and present this in plenary.

### **REAP Clustering and Formulation of M&E Framework**

Participants with related REAPs group together. Each member presents his/her REAP to the rest of the group. After listening to each member's REAP, the group develops a Results Framework or their cluster story. They create a visual depiction of how the results of individual REAPs contribute to the cluster result. Then, each result statement is translated into indicators to form an Indicators Framework for the REAP cluster. The group's output is shared with the rest of the participants.

### **Sharing Booth**

In one corner of the event hall, a kiosk is set up with a video camera. Throughout the event, participants will go in the booth one by one and video-tape their REAP progress report. A set of guide questions is posted inside the booth as prompter for the self-paced recording.

### **Expression Wall**

A designated wall will be the place where participants can write, doodle, draw or post pictures to express their thoughts about REAPs. Materials such as post-its, metacards, markers, colouring materials and others are accessible to anyone who would like post anything at any time during the dialogue.

### **Coffee Table Book**

The expression wall, videos, REAP stories and insights shared during the REAP dialogue may be compiled and packaged into a coffee table book, a valuable documentation to showcase REAP contributions and lessons.

## H. REAP Dialogue – Video Guide Questions

The following guide questions may be posted in front of the participant recording his/her video progress report on the REAP.

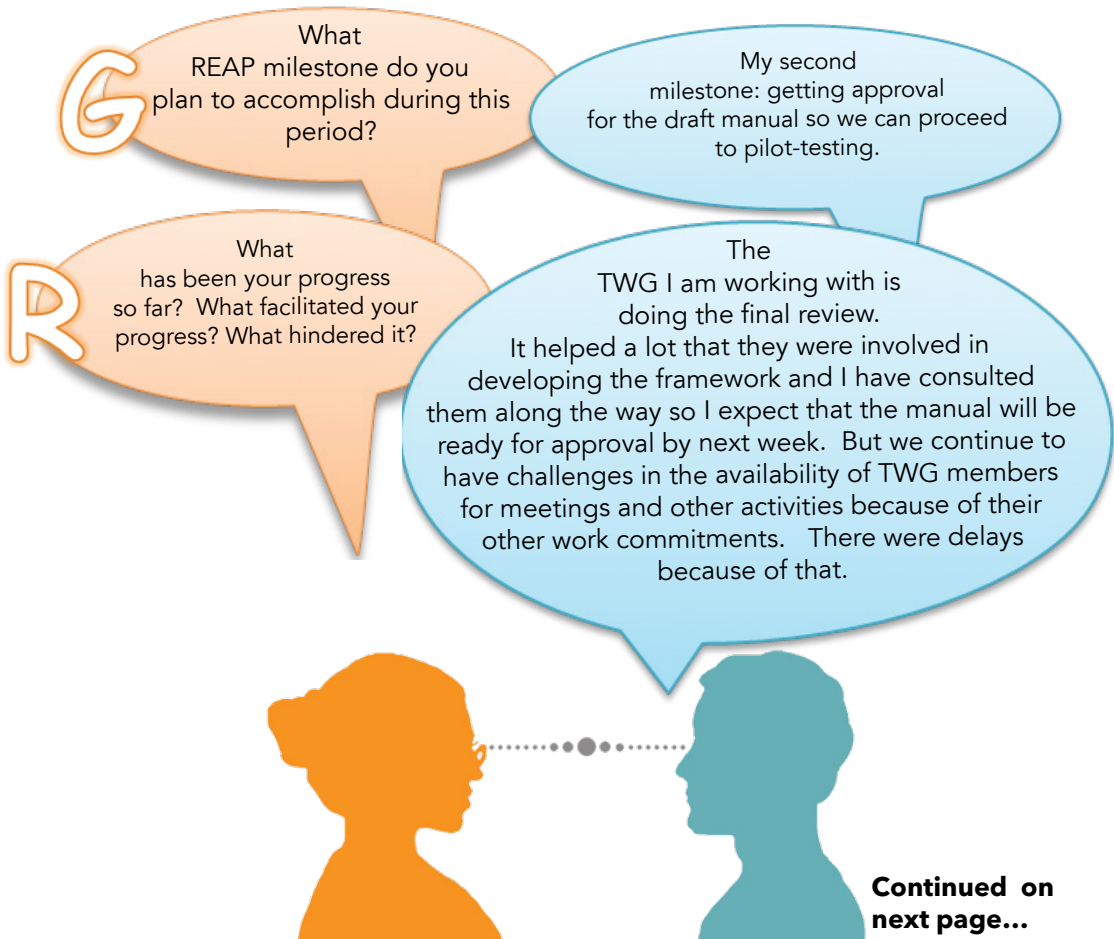
1. What is your name?
2. Which organisation do you represent?
3. Which Australian university did you go to?
4. When did you graduate from that Australian university?
5. What is your REAP title?
6. What problem/opportunity your REAP is hoping to solve/respond?
7. How did you come across or find out about this problem?
8. How many men and women did you target in your REAP?
9. How will your REAP contribute to gender and development?
10. What tangible output do you intend to deliver to solve this problem/respond to this opportunity?
11. How will this tangible output solve the problem?
12. How will this tangible output help your organisation?
13. How will this tangible output help improve people's lives?
14. How far are you from completing your REAP implementation? Note: REAP % of completion scale is beside this questionnaire
15. What factors made or is making completing your REAP implementation difficult? Note: List of hindering factors is beside this questionnaire
16. How did you overcome these factors?
17. What factors helped or is helping you in completing your REAP implementation? Note: List of facilitating factors is beside this questionnaire
18. If you have not completed it yet, do you think you could complete the implementation of your REAP within the given period? Why or why not?
19. What advice can you offer to scholars who have not implemented their REAP yet?

## I. REAP Conversation

A helpful process for REAP conversations is the GROW model by John Whitmore. GROW stands for:

1. Establish GOALS: Determine what learner wants to achieve
2. Explore REALITY: Clarify situation as objectively as possible
3. Generate OPTIONS: Identify possible ways to address issues
4. WRAP-UP: Given the options and make a decision

The GROW model involves the use of powerful and non-directive questions to guide the flow of a REAP conversation, as shown in the example below



<sup>13</sup> Coaching for Performance by John Whitmore in The Coaching Guidebook, Civil Service Commission with assistance from Philippines Australia Human Resource and Organisational Development Facility 2013.

Continuation.....

O  
What possible steps can you take?

I'm thinking maybe I need to...  
Revisit the REAP timetable and activities, and make adjustments... See where I can streamline involvement of TWG while keeping them engaged... Set up a Viber group so we can exchange info and ideas, provide immediate updates especially to those who can't come to the meetings...

What other options can you explore?

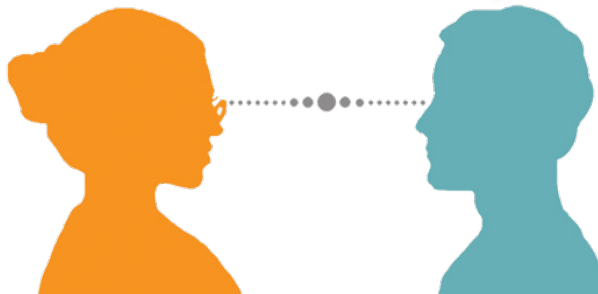
Another possibility is to identify alternates to TWG members to ensure representation during activities. This also helps in expanding participation now that we are heading towards pilot-testing...

A lot of good ideas! So, what will you do now?

Can I do all of the above??

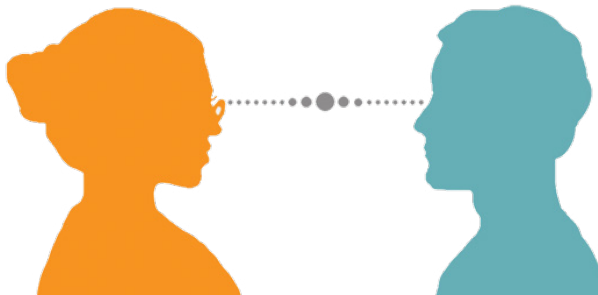
W  
Ok but how will you prioritize?

I think reviewing the timetable is the first step and sending it to them. I can ask for reactions through viber. I can also bring up the other options I am considering and get their input...



Continued on next page...

Continuation.....



# REAP Videos

Sample REAP Videos can be found at [www.pahrodf.org.ph/media/videos](http://www.pahrodf.org.ph/media/videos)



## Australia Awards REAP Video - Happy Fish Kids - Roy Ponce

This is the second REAP of Prof. Roy Ponce. It is an Afterschool Care Program for Kids. After observing and learning about after school care program in Australia, Prof Ponce wanted to replicate and contextualize it to our local setting.

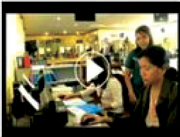
[Read more](#)



## Australia Awards REAP Video - Sustainable Tourism in Loboc - Dodette Bernaldez

The HRODF adopts the Re-entry Action Planning process to ensure that all learning/insights gained by the awardees from the Australia Awards Scholarships are significantly applied to their respective workplace/work unit.

[Read more](#)



## Australia Awards REAP Video - From Innovation to Revenue Generation - Linda Buquir

Engineer Linda Buquir has received many awards for her work in the local government and for her contribution to the national level. She developed a Computer Aided Mass Appraisal System after studying in Australia, which has been quite successful. She has also introduced the Land Parcel Monitoring System (LPMS) and map digitising. She also handles the different municipalities included in the Upland Sustainable Agri-Forestry Development (USAD) Programme in her province.

[Read more](#)



## Australia Awards REAP Video - Making Community based Tourism Work - Catherine Tzaris Pagatpatan HD

Tzaris Pagatpatan, a recipient of Australia Awards Scholarships, talks about her journey in implementing her Reentry Action Plan to transform communities through sustainable tourism initiatives.

[Read more](#)



## Australia Awards REAP Video - E-Barangay Accounting System (Full Version) - Eric Gabia

Eric Gabia, an Australia Awards Scholarships alumnus, talks about the e-Barangay Accounting System, a web-based accounting system that he developed for the City Accountant's Office of Davao City. The system is now revolutionizing the way people in Davao City do their accounting transactions.

[Read more](#)

The Re-Entry Action Plan or REAP is a distinctive feature of human resource and organisation development interventions, including Australia Awards Scholarships, delivered by the Philippines Australia Human Resource and Organisational Development Facility.

The REAP is a proven mechanism that creates opportunities for scholars and learners to apply their new insights and enhanced competencies gained from their scholarship, training and other learning interventions.

**But how do you ensure that REAP implementation stays on track and achieves results that contribute to organisational performance improvement?**

This guidebook provides useful processes, tools and examples for monitoring and evaluating REAPs.

