



Republic of the Philippines
CARAGA STATE UNIVERSITY
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May 30, 2024

OP MEMORANDUM ORDER
NO. 351, Series of 2024

TO: All University Officials and Employees

SUBJECT: OPERATIONAL GUIDELINES ON EQUAL EMPLOYMENT OPPORTUNITY PRINCIPLES (EEOP)

I. RATIONALE

Caraga State University (CSU) upholds the fundamental principles of equality, fairness, and inclusivity in all aspects of human resource management. Pursuant to the requirements of CSC Memorandum Circular No. 24, s. 2016, on the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), and consistent with relevant national laws and issuances, CSU institutionalizes these Operational Guidelines to promote and safeguard the EEOP across the University's core HR systems.

II. COVERAGE

The Guidelines shall apply to all university officials, teaching and non-teaching personnel, and contractual employees involved in or affected by the University's human resource management processes, particularly in:

1. Recruitment, Selection, and Placement (RSP);
2. Learning and Development (L&D);
3. Performance Management (PM); and
4. Rewards and Recognition (R&R)

III. POLICY STATEMENT

The University commits to providing a work environment where employment decisions are based solely on merit, qualifications, and competency, free from discriminatory preferences such as but not limited to age, sex, gender identity



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and/or expression, sexual orientation, civil status, appointment status, socioeconomic status, family responsibilities, race, ethnicity, religious belief or affiliation, physical characteristic or condition, union membership, political belief or conviction, or any other personal circumstances not related to job performance that contravene the principles of equality, equity, and fairness.

IV. LEGAL BASES

The Guidelines are anchored on the following laws and issuances:

- a. 1987 Philippine Constitution (Article II, Section 14);
- b. Republic Act No. 10911 (Anti-Age Discrimination in Employment Act);
- c. Republic Act No. 6725 (Strengthening Prohibition on Discrimination Against Women);
- d. Republic Act No. 7877 (Anti-Sexual Harassment Act);
- e. Republic Act No. 9262 (Anti-Violence Against Women and Their Children Act);
- f. Republic Act No. 8371 (Indigenous Peoples' Rights Act);
- g. Republic Act No. 8972 (Solo Parents Welfare Act);
- h. CSC MC No. 24, s. 2016 (PRIME-HRM Enhanced Maturity Level Indicators);
- i. CSC MC No. 7, s. 2014 (Encouraging Government Agencies to Hire PWDs pursuant to Republic Act No. 7277, as amended)
- j. Other related CSC issuances promoting gender equality, meritocracy, and non-discrimination.

V. DEFINITION OF TERMS

- a. **Equal Employment Opportunity Principle (EEOP)** - The principle that ensures all individuals have a fair and equal chance in employment, free from discrimination based on personal characteristics unrelated to job performance.
- b. **Discriminatory Preferences** - Any criteria or practices that unduly favor or disadvantage an individual based on age, sex, gender identity and/or expression, sexual orientation, civil status, appointment status, socioeconomic status, family responsibilities, race, ethnicity, religious belief or affiliation, physical characteristic or condition, union membership, political belief or conviction, or any other personal circumstance unrelated to job performance, in contravention of the principles of equality, equity, and fairness.



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- c. **Assistive Devices, Accommodations, and Inclusive Recruitment Tools** - Tools, modifications, and strategies that promote equal employment access, particularly for individuals with disabilities or special needs. These include assistive equipment for task performance, workplace adjustments for participation, and inclusive hiring methods for accessibility and fairness.
- d. **Selection Criteria** - Standards or qualifications used to evaluate candidates fairly, based on the actual requirements of the position and free from discriminatory preferences.
- e. **Discrimination** - Any distinction, exclusion, or preference that impairs equal access to employment opportunities and benefits on the basis of protected characteristics.
- f. **Workplace Inclusivity** - A working environment where diverse individuals are respected, accepted, and provided with equal support, opportunities, and treatment.
- g. **Gender Sensitivity** - An approach that recognizes and respects the differences in needs and experiences between genders and seeks to eliminate gender-based discrimination in employment practices.
- h. **Diversity and Inclusion** - Principles promoting the recognition, acceptance, and valuing of individual differences in the workplace, and creating an environment where everyone is given equitable support and opportunity..
- i. **Harassment** - Unwelcome conduct based on protected characteristics that creates a hostile, intimidating, or offensive working environment.
- j. **Marginalized Groups** - Sectors of society that experience disadvantages and limited access to employment opportunities due to factors such as disability, age, ethnicity, gender, or socioeconomic status.
- k. **Merit-Based Hiring** - The practice of selecting employees based on their qualifications, skills, and job-related competencies rather than on personal characteristics or unrelated factors.
- l. **Human Resource Merit Promotion and Selection Board (HRMPSB)** - The internal body tasked with ensuring that hiring and promotion decisions are fair, transparent, and based on merit and fitness.



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- m. **University Learning and Development Committee (ULDC)** - A committee within the university tasked with planning, implementing, monitoring, and evaluating learning and development programs to enhance the competencies, skills, and professional growth of the institution's personnel.
- n. **Program on Awards and Incentives for Service Excellence (PRAISE)** - A system established to encourage creativity, innovativeness, efficiency, integrity, and productivity among government employees by recognizing and rewarding exemplary performance and achievements.
- o. **Performance Management Team (PMT)** - A designated group responsible for managing the performance management system of an organization, including the formulation of performance standards, monitoring accomplishments, evaluating employee performance, and recommending developmental or corrective actions.

VI. GENERAL POLICY STATEMENT

CSU hereby affirms its commitment to uphold and promote the fundamental right of every individual to be treated with fairness, equality, and dignity. Consistent with the principles of equal employment opportunity, CSU shall implement and maintain uniform, merit-based systems in employment, performance management, training, and rewards and recognition, free from bias, prejudice, and discrimination.

In the exercise of any human resource action, decision-making process, or related undertaking, CSU shall ensure that no individual shall be subjected to any form of discrimination, nor shall any individual be accorded undue favor, based on discriminatory preferences.

All CSU officials and employees, in consonance with the University's vision and mission, recognize that adherence to the principles of equal employment opportunity constitutes an affirmation of respect for human dignity and serves as a cornerstone for the creation and maintenance of a harmonious, peaceful, and healthy working environment.

CSU shall, at all times, strictly observe the principles of equal employment opportunity and non-discrimination. Any form of discrimination, bias, prejudice, or unfair treatment of individuals within the University shall not be tolerated. The



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University shall take immediate and appropriate measures to prevent, address, and penalize any violations or offenses against the principles of equal, equitable, and fair treatment of all persons.

VII. RECRUITMENT, SELECTION, AND PLACEMENT (RSP)

7.1. Planning Stage for RSP

- a. Conduct workforce planning sessions every start of the year to assess actual staffing needs based on organizational priorities, gaps, and future directions aligned with the University Strategic Plan.
- b. Require all units to submit staffing requests with proper justification, indicating the necessity of the position without regard to any discriminatory preferences based on age, gender, religion, disability, ethnicity, or civil status.
- c. Integrate the EEOP during the approval of staffing plans by explicitly checking that qualifications are strictly competency-based and do not include unlawful restrictions.
- d. Ensure that job descriptions and position competency standards are regularly reviewed and updated to eliminate non-essential qualifications that could inadvertently discriminate against certain groups.
- e. Develop recruitment plans that proactively reach out to diverse applicant pools, encouraging participation of women, solo parents, persons with disabilities (PWDs), indigenous peoples (IPs), and other marginalized sectors.
- f. Require the Human Resource Management Services (HRMS) to include in every workforce planning report a certification that EEOP have been fully considered and embedded.
- g. Coordinate with external partners such as PESO offices, civil society groups, and disability organizations to ensure a wide and inclusive dissemination of employment opportunities.



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- h. Document all staffing approvals and corresponding EEOP compliance certifications as integral attachments to recruitment plans before any posting of vacancies.

7.2. Recruitment and Talent Sourcing

- a. The University shall not cause or permit the printing, publication, dissemination, or posting through print media, broadcast platforms, digital channels, or any other medium of any notice of vacancy, recruitment announcement, or related communication that expressly or impliedly conveys preferences, limitations, specifications, or discriminatory criteria.
- b. All notices of vacancy and other recruitment-related communications shall expressly include a statement affirming the University's adherence to the EEOP.
- c. The University, through the HRMS, shall implement continuous and proactive talent acquisition initiatives, including but not limited to participation in career fairs, campus-based recruitment programs, partnerships with relevant private sector and government institutions, and the adoption of innovative sourcing strategies, for the purpose of ensuring broad vacancy dissemination and enhancing the likelihood of attracting a diverse pool of qualified applicants.
- d. All recruitment activities shall be conducted in a manner that neither results in discrimination nor creates any impediment to any individual's opportunity to pursue and complete their application for employment.

7.3. Acceptance and Receipt of Applications and Supporting Documents

- a. All applications duly submitted shall be received and recorded without discrimination, bias, or prejudice of any kind.
- b. Applications shall be accepted regardless of the mode of submission, whether in printed or electronic form, transmitted via personal delivery (walk-in), courier service, electronic mail, or any other authorized means.
- c. No application that is complete and submitted within the prescribed period shall be excluded from consideration. For this purpose, the RSP



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Focal Person(s) shall be responsible for receiving all applications and maintaining copies thereof, or duly recording the details in a logbook, electronic system, or other recognized record-keeping mechanism, for all applications submitted through courier, walk-in, electronic mail, or other electronic means.

- d. In cases where an application is found to be incomplete, the applicant shall be formally notified in writing of the deficiency and shall be granted a reasonable period within which to submit the lacking documents, as determined by the HRMS.
- e. Should the applicant fail to complete the required submissions within the prescribed period, they shall be disqualified from further consideration and shall be formally notified in writing of their removal from the list of applicants.

7.4. Pre-Assessment Evaluation

- a. An initial assessment shall be conducted to determine the applicant's compliance with the minimum Qualification Standards (QS) prescribed by the CSC for the position. This assessment shall be based solely on the applicant's actual credentials, without consideration of any extraneous personal circumstances that may unduly influence judgment beyond the prescribed minimum QS.
- b. Applicants who did not meet the minimum QS shall be formally notified through a letter or other mode of communication, specifying the grounds for their disqualification.
- c. In the preparation of applicant profiles, only personal information and pertinent credentials directly relevant to the assessment process shall be included. Any personal data or information not germane to the screening criteria shall be excluded, particularly where its inclusion may give rise to bias, prejudice, or discrimination.
- d. Thereafter, the evaluation and deliberation of candidates shall be based exclusively on their performance in the screening process. Endorsement to the appointing authority shall be made solely on the basis of merit and fitness, subject to the results of the background investigation, which shall



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also be conducted in strict adherence to the principles of equal employment opportunity and non-discrimination.

7.5. Qualifying Written Technical Examination (QWTE) and Practical Examination

- a. Following the preliminary evaluation of all submitted documents, only those applicants who meet the QS prescribed for the position shall be permitted to take the QWTE. Qualified applicants shall be duly notified of the examination schedule through appropriate written/email communication.
- b. Applicants scheduled to take the QWTE shall likewise be informed in advance of the materials or equipment required for the examination, including but not limited to laptops, calculators, or other similar devices. In the event an applicant is unable to bring a required item deemed essential for the conduct of the examination, the RSP Focal Person(s) shall ensure the provision of said item to the applicant for use during the examination.
- c. All technical or practical assessments shall employ a Double Blind Method, ensuring that the identity of applicants remains unknown to both the evaluators and the hiring units.
- d. Only authorized RSP Focal Person(s) shall maintain the identity-code correspondence to guarantee confidentiality and impartiality.
- e. Applicants with special needs, including PWDs, senior citizens, pregnant women, and those undergoing medical treatment or rehabilitation from injury (e.g., with an arm or leg in a cast, recuperating from surgery), shall be provided with the necessary assistive devices, accommodations, and inclusive recruitment tools. Such support shall not be construed as evidence of inability to perform the essential functions of the position nor shall it confer any undue advantage to the applicant.
- f. During the administration of the technical/practical exams, the examiner shall exercise sensitivity and neutrality regarding the applicant's personal expressions, such as gender roles, attire (in cases where no dress code is relevant to the position's functions, to avoid religious, socio-economic,



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or ethnic discrimination), language, pronunciation, or accent (to prevent racial, ethnic, or gender bias).

- g. In the evaluation and checking of the technical/practical exams, examiners shall maintain strict objectivity and shall focus solely on the applicant's performance and outputs relative to the expected standards. Any extraneous observations regarding the applicant's personal circumstances shall not influence the assessment.

7.6. Behavioral Event Interview (BEI)

- a. The BEI shall be conducted exclusively by duly qualified members of the pool of interviewers and/or members of the Human Resource Merit Promotion and Selection Board (HRMPSB).
- b. The interview shall be held in a venue that affords both the interviewers and the applicants reasonable privacy and ensures the confidentiality of the proceedings. The venue shall be prepared in a manner that fosters a comfortable environment, free from intimidation, coercion, or any influence that could adversely affect the applicant's disposition during the interview.
- c. Applicants with special needs shall be provided with the appropriate assistance necessary for their full and fair participation in the interview process. The provisions applicable to the conduct of the Technical/Functional Test regarding reasonable accommodations shall likewise apply, subject to the following additional measures:
 - i. Hearing-impaired applicants shall be provided with a printed copy of each question asked by the interviewers.
 - ii. Applicants with speech impairments shall be given the option to respond in writing. In such cases, the entire interview process may be conducted in written form. The applicant shall be granted ample time to respond fully to each question, consistent with the time and opportunity normally given during oral interviews. After each initial response, follow-up questions intended to clarify or expand upon the applicant's answers shall be provided in writing, and the applicant shall again be allowed sufficient time to



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respond. Interviewers may proceed to interview other applicants while awaiting the applicant's written responses.

- d. The interview shall be structured and shall adhere to a predetermined set of questions prepared by the HRMPSB prior to the conduct of the interview. Follow-up questions for clarification or elaboration may also be raised during the course of the interview.
- e. Interviewers shall strictly observe the principles of equal employment opportunity and non-discrimination throughout the interview process. At no time shall they engage in remarks, gestures, or any form of communication that suggests bias, favoritism, prejudice, discrimination, or unfair treatment toward any applicant. Acts of bullying, intimidation, or any behavior that may embarrass, demean, humiliate, or otherwise offend the honor, dignity, or self-esteem of any applicant are strictly prohibited.
- f. Applicants shall not be judged or rated based on discriminatory preferences or personal disclosures that are irrelevant to the functions and requirements of the position applied for.
- g. During the deliberation or consensus-building on applicant ratings, interviewers shall refrain from making remarks or expressing views that disparage an applicant based on attributes unrelated to the position applied for.
- h. The Comparative Assessment Result shall be strictly confined to matters relevant to the applicant's qualifications, competencies, and performance during the selection process. It shall not contain any disclosures, observations, or comments that could unduly influence the appointing authority's decision to the disadvantage of any applicant.

7.7. Psychological Examination of Qualified Candidates

- a. As part of the selection process, all applicants who have met the qualification standards for the position and are considered for final selection may be required to undergo a psychological examination. The psychological examination shall be administered by the Office of Counseling and Career Services (OCCS), in accordance with applicable laws and regulations governing psychological assessments, to evaluate



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the suitability of candidates for the position in terms of cognitive abilities, emotional intelligence, personality traits, and other relevant psychological factors.

- b. The administration of the psychological examination shall adhere to the principles of equal employment opportunity. No applicant shall be subject to any form of discrimination based on discriminatory preferences or any other attribute protected under EEOP. The psychological examination shall focus solely on factors relevant to the applicant's ability to perform the duties and responsibilities of the position applied for.
- c. All results from the psychological examination shall be kept confidential and used solely for the purpose of evaluating the applicant's suitability for the position. The examination shall be conducted in a manner that ensures fairness and impartiality, without introducing any form of bias or prejudice. Applicants shall be informed of the purpose of the examination and their right to access their examination results, in accordance with the Data Privacy Act and other applicable laws.
- d. Applicants with special needs, including those with physical, sensory, or psychological disabilities, shall be afforded reasonable accommodations during the psychological examination process, as appropriate. Such accommodations may include, but are not limited to, additional time for completing the examination, use of assistive technology, or modifications to the testing environment. Any accommodations provided shall be tailored to meet the individual needs of the applicant without providing any undue advantage.
- e. Should the results of the psychological examination raise concerns regarding the applicant's suitability for the position, the applicant shall be informed of such results and provided an opportunity to discuss or contest the findings. Applicants who disagree with the results may request a review or a second opinion, subject to the policies of the HRMPBSB. This process shall be conducted in a transparent and fair manner, with due respect to the applicant's rights.
- f. The psychological examination results shall be one of the many factors considered in the final selection of the applicant. The examination will not serve as the sole determinant for the appointment but shall be part of an



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overall assessment process in line with the principles of fairness, transparency, and equal opportunity.

7.8. Background Investigation (BI)

- a. The conduct of BI shall be undertaken solely by the RSP Focal Person(s), as may be designated by the HRMPSB.
- b. The BI process shall be structured and standardized, with a uniform set of questions to be administered to all applicants for the same position. The scope of the investigation shall focus exclusively on the applicant's competencies relevant to the duties of the position, as well as character traits that directly pertain to the agency's core values, integrity standards, and expected work attitudes.
- c. In preparing for the BI, the RSP Focal Person(s) shall select interviewees who, to the best of their knowledge, do not hold strong biases either for or against the applicant. A minimum of three (3) respondents per applicant shall be required to accomplish the BI Form and/or be interviewed to ensure the thoroughness and reliability of the findings.

7.9. Proceedings of the HRMPSB and Preparation of the Comparative Assessment Result (CAR)

- a. The proceedings of the HRMPSB shall be conducted in a strictly private manner to safeguard the confidentiality of the screening and selection processes and to prevent any unauthorized disclosure of information.
- b. During deliberations, all HRMPSB members shall ensure strict adherence to the principles of equal employment opportunity and non-discrimination. In the event that a member is found unable to maintain impartiality or finds it difficult to uphold these principles at any stage of the proceedings, the member must immediately inhibit from participating further in the discussions or deliberations.
- c. HRMPSB members are expected to conduct themselves at all times in a manner befitting champions of merit-based selection and equal employment opportunity. No member shall engage in any action or behavior intended to unduly influence the deliberations to the advantage



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or disadvantage of any applicant, particularly if such action undermines the prescribed standards of fairness, objectivity, and equal treatment.

- d. Should any member observe that another member is violating, or is unable to maintain, the principles of objectivity and equal employment opportunity, such observation must be immediately brought to the attention of the HRMPSB Chairperson. The Chairperson shall act on the matter promptly and appropriately. If the Chairperson is the one involved, the violation shall be reported to the next higher authority for appropriate action.
- e. The preparation of the CAR shall be undertaken in a manner that ensures the inclusion only of information relevant to the assessment of applicants, consistent with applicable laws, policies, and guidelines. The draft CAR shall be reviewed by the HRMPSB to verify full compliance with merit-based selection standards and the principles of equal employment opportunity.

7.10. Selection by the Appointing Authority

- a. The Appointing Authority shall exercise the prerogative of selection exclusively from among the applicants submitted by the HRMPSB as evidenced by the duly submitted CAR. In the event that the Appointing Authority elects not to appoint any of the endorsed applicants, a written justification shall be issued therefrom stating the reason(s) for such decision and shall formally inform the HRMPSB thereof.
- b. The selection or non-selection of an applicant shall not, by itself, constitute a violation of the equal employment opportunity principles, unless a discernible pattern, evidenced by records, emerges indicating a consistent bias for or against individuals belonging to a particular class or group, except where membership in such class or possession of specific qualifications is demonstrably relevant to the requirements of the position (e.g., Certified Public Accountants for accountant positions, lawyers for legal or investigator roles, physically capable individuals for positions involving manual labor).
- c. The Appointing Authority's decision regarding the selection or non-selection of applicants is final and unassailable. The Appointing Authority is vested with broad discretion in the exercise of this function,



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provided that such discretion is exercised within the bounds of the HRMPSB recommendations. Said discretion shall be accorded full respect and recognition and shall not be deemed a breach of the equal employment opportunity policy unless there is manifest or patent evidence of discriminatory patterns based on the records of appointments made. Even in the rare instance where such manifest evidence exists, the discretion exercised by the Appointing Authority shall remain non-actionable and shall not give rise to any administrative or judicial remedy, being ultimately an indication of adherence to the principles of merit and fitness.

7.11. Onboarding

- a. Upon completion of the requisite formalities associated with appointment, the appointee shall be duly informed of their roles, responsibilities, and the expectations set forth by the office, supervisors, colleagues, and direct reports.
- b. For the purposes of onboarding, a distinction shall be made between two categories: (1) appointees who are required to undergo a probationary period and (2) those who are not. The 2017 Omnibus Rules on Appointment and Other HR Actions (ORAOHRA) shall determine which appointees are subject to probation based on established criteria. This distinction shall not be construed as discriminatory or inequitable, as it serves a legitimate and substantiated purpose.

VIII. LEARNING AND DEVELOPMENT (L&D)

8.1. Learning Needs Assessment (LNA) and L&D Planning

- a. Learning and Development (L&D) planning shall inclusively involve all personnel within the organization—both teaching and non-teaching. No individual shall be excluded, and no employee's L&D needs shall be disregarded, minimized, or overlooked.
- b. In planning the University's L&D agenda, the following processes and policy guidelines shall be observed:



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- i. The results of the LNA and individual performance evaluations shall serve as the foundational inputs for the development of the Individual Development Plan (IDP). All identified gaps, whether related to the employee's current role or to a potential higher-level position, shall be documented and addressed.
- ii. Comments and recommendations from immediate supervisors shall be incorporated into the IDP, provided that they are discussed with and agreed upon by the employee concerned, ensuring a collaborative and development-focused approach.
- iii. The Learning and Development (LeaD) Unit of the HRMS shall consolidate all IDP submissions as reviewed by both the employees and their supervisors. At this stage, no filtering, alteration, or exclusion of data shall be conducted, preserving the integrity of the LNA results.
- iv. Based on the consolidated IDPs, the LeaD Unit shall prepare a comprehensive report for submission to the University Learning and Development Committee (ULDC). In parallel, the LeaD Unit shall actively scout and compile relevant L&D opportunities, both internal and external to the University, with the aim of responding to the full range of identified learning needs.
- v. The LeaD Unit shall initially map the documented competency and learning gaps with appropriate L&D programs and interventions, creating a preliminary match between employee needs and available training options.
- vi. The ULDC shall convene to validate the proposed L&D interventions. It shall ensure that all employees are granted access to the identified interventions and shall prioritize the delivery of programs based on the urgency and severity of the competency gaps. In line with the principles of equity and fairness, no individual shall be denied participation in an L&D intervention when exclusion would place them at a professional disadvantage. In the event of financial or operational limitations that prevent the full implementation of the L&D plan, such constraints shall not be deemed a violation of equal opportunity.



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Instead, the University shall strive to provide L&D access in the most equitable and transparent manner possible.

- vii. The ULDC shall ensure that all L&D planning is harmonized with the University's performance management policies, thereby reinforcing strategic alignment, organizational development, and the professional growth of every individual.

8.2. L&D Design and Development

- a. In instances where common learning needs are identified across employees and no existing L&D programs are available to address them, the University, through the LeaD Unit, shall initiate the design of in-house training programs tailored to meet those needs.
- b. For in-house training development, the LeaD Unit, together with designated learning service providers, subject matter experts (SMEs), or any other responsible persons, shall observe the following principles and practices:
 - i. The design of training programs shall consider not only the documented learning needs but also the diverse learning styles, paces, and capacities of the target participants. Inclusivity in content and delivery shall be prioritized to ensure that all learners are supported in achieving the intended outcomes.
 - ii. Training design shall be people-centered and equity-driven. Discriminatory preferences shall be taken into account to ensure that no employee is disadvantaged or excluded. All personnel, regardless of background, shall be granted access to the training interventions required by their IDP.
 - iii. The development and implementation of training programs must remain faithful to the inclusive design, ensuring that no participant is excluded or made to feel marginalized. Content and methods shall uphold the University's commitment to equal opportunity and learning equity at every stage of the training experience.
- c. The LeaD Unit, in coordination with learning service providers, SMEs, or responsible individuals, shall continually assess and refine the design



and development of training programs. Improvements shall be guided by feedback, evaluation results, and the need to address any emerging or persistent issues related to the principles of equality, accessibility, and non-discrimination.

8.3. L&D Delivery

- a. The delivery of L&D interventions shall strictly adhere to the principles and structure established during the design and development phase. However, in cases where course administrators, resource speakers, or facilitators identify gaps or inadequacies in the original design that may hinder the learning experience, they are encouraged to make immediate and appropriate adjustments. These adjustments must aim to fulfill the intended learning objectives while upholding inclusivity and accessibility for all participants.
- b. The following guidelines shall inform the conduct of L&D interventions and guide all persons involved in delivery, including administrators, resource persons, facilitators, and secretariat staff:
 - i. PWDs shall be seated in areas that best accommodate their conditions, ensuring that their disabilities do not hinder their ability to participate or learn effectively. Accessibility and comfort shall be top considerations.
 - ii. Venue selection must take into account the following:
 1. PWD Accessibility – As much as possible, training venues shall be located on the ground floor or have accessible ramps or elevators for persons with mobility concerns.
 2. Accessible Restrooms – Restrooms must be PWD-friendly and located within close proximity to the training room.
 3. Breastfeeding and Lactation Facilities – The venue must provide access to a clean and private area for breastfeeding or lactating participants.
 4. Safe Learning Environment – This includes the presence of workplace safety regulations, accessible first aid facilities,



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available assistance for vulnerable groups, and clear reporting mechanisms for occupational hazards and risk prevention.

- iii. Senior citizens and pregnant women shall be given the most comfortable and accessible seating arrangements. All venue requirements listed under Item ii shall likewise apply when these individuals are among the participants.
- iv. All involved in L&D delivery must demonstrate cultural and personal sensitivity at all times. No act, remark, or behavior shall be permitted that may offend or marginalize any participant based on discriminatory preferences.
- v. Workshops, group activities, and other interactive sessions must be structured in such a way that persons with special needs are not unduly burdened, while ensuring they are fully included and meaningfully engaged in the activities.
- vi. Facilitators must treat persons with special needs with respect, care, and sensitivity, ensuring their participation is encouraged and valued, without singling them out or drawing excessive attention that may cause discomfort. Time allotment, facilitation style, and engagement should be adapted thoughtfully to support an equitable learning experience for all.

8.4. L&D Monitoring and Evaluation

- a. All L&D programs shall be subject to systematic monitoring and evaluation to ensure that the principles of equal opportunity and non-discrimination are consistently upheld throughout the learning process. In-house training programs must be assessed not only for effectiveness but also for inclusivity, taking into account participants' reactions, comments, and other relevant feedback from all concerned, especially those from marginalized or special needs groups.
- b. The Lead Unit shall be responsible for tracking the implementation of both the University's overall L&D Plan and the IDPs of all teaching and non-teaching personnel. The monitoring process shall ensure that each



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employee is given a fair and timely opportunity to address identified learning gaps through appropriate interventions.

- c. The LeaD Unit shall proactively identify and address any risk of non-implementation, whether at the IDP level or across the University's institutional L&D plan. When such risks are identified, the LeaD Unit shall promptly recommend remedial actions or alternative strategies to University management to mitigate or avert adverse impact on equitable access to L&D opportunities.
- d. The evaluation of all L&D interventions attended by employees shall involve management, supervisors, and the LeaD Unit. These evaluations shall assess not only content relevance and delivery effectiveness, but also the extent to which equal opportunity principles were observed and experienced by the participants. Special attention shall be given to identifying any gaps in inclusion, accessibility, and responsiveness to diverse learning needs, with corresponding actions recommended for continuous improvement.

IX. PERFORMANCE MANAGEMENT (PM)

9.1. Performance Planning

- a. Individual performance planning shall engage all personnel concerned. No employee shall be deprived of the opportunity to participate in the planning and commitment-setting of their targeted outputs.
- b. Employees with disabilities shall not be assigned targets that are unreasonable or unduly difficult for them to accomplish or deliver.
- c. Female employees who are expected to give birth within the performance rating period shall have their targets adjusted accordingly to account for their maternity leave. Moreover, during pregnancy, they shall not be assigned targets that are unduly difficult or impossible to accomplish, or that may endanger their health or that of their child.
- d. Male employees whose legal spouse (or one of their legal spouses) is expected to give birth within the performance rating period shall have



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their targets adjusted to accommodate their leave, regardless of paternity leave entitlement or the use of other leave credits.

- e. Employees who are scheduled to retire within the performance rating period shall have their targets appropriately adjusted to reflect the shorter timeframe available for achieving their deliverables.
- f. Employees on study or scholarship leave shall have their targets adjusted or, if necessary, exempted for the duration of the leave period.
- g. No employee shall be compelled to perform or deliver any target that would require them to violate their religious beliefs or practices.
- h. All events within the performance rating period that may affect employees shall be considered in performance planning to ensure targets are realistic and attainable.
- i. The supervisor shall ensure that unit targets are adjusted, where permissible, to reflect the adjustments made to the targets of their subordinates and their own.
- j. The Performance Management Team (PMT) shall make the necessary adjustments to the organization's targets or performance measures, as well as success indicators, to reflect any changes in the targets of individuals and units.
- k. No employee shall be assigned a task outside the scope of their position's required competencies without their prior consent.
- l. No employee shall be assigned a workload that compromises their right to maintain a healthy work-life balance.
- m. The phrase "Performs other duties as deemed necessary by the immediate superior" shall not be interpreted as a violation of this EEOP Standard.
- n. No employee shall be denied the right to enforce any provision of these Guidelines, taking into consideration their salary, position, and other relevant personal circumstances.



- o. The University President shall not approve any Performance Commitment and Rating (PCR) form without the signature of the employee concerned and their supervisor.
- p. The PMT must promptly address any violation or potential violation of this policy and ensure all necessary actions are taken before approving any commitment and rating form.

9.2. Performance Monitoring

- a. No employee shall be treated unfairly, whether in a manner that favors them or causes them to feel isolated or discriminated against. Fair performance monitoring is essential.
- b. Performance monitoring shall consider the agreed-upon individual targets, following all required revisions in accordance with this policy.
- c. Employees shall have the right to provide feedback to their supervisor regarding the need to revise targets when new tasks are assigned, there are changes in expected outputs, or when obstacles arise that affect their ability to perform tasks or deliver outputs.
- d. No employee shall be unjustly excluded from regular intra-period performance evaluations. Each employee must be fully informed of their performance during the assessment period (e.g., monthly or quarterly), especially if it may impact their final performance ratings.
- e. Coaching may be conducted as deemed necessary by the immediate supervisor and/or the employee concerned.
- f. Mentoring or other forms of intervention shall be offered to individuals who would benefit from such support.
- g. Supervisors shall ensure that no subordinate is unfairly favored or disadvantaged in terms of workload and shall make the necessary adjustments for any unplanned or unforeseen circumstances.
- h. The Supervisor, PMT, and/or Head of Office/Agency shall document any adjustments to the target outputs or deliverables of any employee and ensure these are considered during performance evaluation.



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9.3. Performance Review and Rating

- a. Performance evaluation shall be objective, and no employee shall be rated based on behavior unrelated to the achievement of targets or performance of tasks. Issues concerning work behavior, including but not limited to relationships among coworkers, supervisors, and subordinates, shall be addressed separately. The performance evaluation shall solely focus on comparing the targets or commitments with actual accomplishments.
- b. Performance evaluations shall consider unforeseen circumstances affecting performance, such as work-related injuries, miscarriage or childbirth, prolonged official absences, or interruptions due to contingencies or directives.
- c. No employee shall be denied participation in their performance evaluation. Supervisor and direct report must agree on accomplishments and ratings, with evidence provided to support any rating.
- d. Employees shall not be denied the right to present issues or concerns regarding their performance rating to the appropriate authority.
- e. All issues or concerns raised shall be resolved within the period prescribed by applicable rules.
- f. Performance ratings shall not be finalized until all issues and concerns have been fully resolved.
- g. The Technical Officers from the Office of Planning and Quality Management Services (OPQMS) shall be responsible for monitoring the submission of the Office Performance Commitment and Review (OPCR) and for reviewing the OPCR ratings.
- h. The PM Focal Person(s) shall be responsible for monitoring the submission of the Individual Performance Commitment and Review (IPCR) and for reviewing the IPCR ratings.



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9.4. Rewards, Recognition, and Developmental Interventions

- a. Outstanding performance shall be recognized regardless of circumstances. Once ratings are approved, no feedback shall be entertained to dispute the evaluation or deny rightful recognition.
- b. Development planning shall consider each employee's personal circumstances and goals for growth. The supervisor, guided by observation and evidence, shall provide input, with final agreement reached between supervisor and subordinate.
- c. No employee shall be unfairly excluded from the development plan. Management, the PMT, and supervisors shall ensure inclusive planning, with any justified exclusion (e.g., upcoming retirement, transfer, or separation) requiring the employee's consent.

X. REWARDS AND RECOGNITION (R&R)

10.1. Planning and Policy Development Stage

- a. Conduct an annual review of R&R policies to ensure they adhere to EEOP and eliminate any discriminatory criteria.
- b. Mandate the Program on Awards and Incentives for Service Excellence (PRAISE) Committee and the HRMS to develop a comprehensive annual plan that includes inclusive award categories, eligibility criteria, timelines, and promotional strategies.
- c. Institutionalize regular consultations with diverse employee groups to ensure R&R programs reflect a broad range of perspectives and values.
- d. Design award criteria centered on merit, innovation, resilience, and inclusive leadership to ensure equal access to recognition for all employees.
- e. Incorporate awards that emphasize inclusivity into the annual recognition schedule.



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- f. Distribute clear communications about the merit-based and inclusive nature of the R&R program across accessible platforms.
- g. Require PRAISE Committee members to participate in annual bias-awareness and EEOP compliance training to enhance objectivity in decision-making.
- h. Establish a confidential and transparent mechanism for employees to report concerns about bias or discrimination in the nomination and selection processes.

10.2. Announcement, Nomination, and Promotion Stage

- a. Publicly announce R&R programs in advance through official university communications, ensuring all employees, regardless of employment status or location, are informed.
- b. Clearly outline in the nomination guidelines that employees from all ranks, units, and classifications are eligible, with encouragement for nominations of employees who have overcome challenges, shown resilience, or championed diversity.
- c. HRMS will ensure nomination forms and guidelines are accessible both online and in physical formats.
- d. Encourage recognition of both visible and "silent" contributions from marginalized staff.
- e. Introduce a nomination peer-support mechanism where employees can request assistance from HRMS in completing nomination documents.
- f. Publish success stories and profiles of diverse awardees to inspire participation and break down misconceptions about eligibility or biases.
- g. Allow self-nominations with proper endorsement to empower employees with personal barriers or achievements.
- h. Nominations must strictly adhere to established guidelines for each R&R program, with exclusions only for non-compliance.



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- i. Anyone can nominate anyone, provided it aligns with the guidelines of the R&R program.
- j. All nominations should be documented in compliance with standards, and any favoritism or filtering will be addressed appropriately.

10.3. Screening, Deliberation, and Selection Stage

- a. The Screening Committee adheres to set criteria and only removes nominees who fail to meet the necessary standards. No nominee should be unjustly excluded.
- b. In the case of selecting a few awardees, deliberations must focus on superior qualifications, ensuring fairness in the process.
- c. Scoring should be based on measurable outcomes and competencies, with no influence from subjective factors like popularity.
- d. Committee members must avoid bias, with decisions made through a plurality, majority, or unanimous vote to ensure impartiality.
- e. A formal appeals process must be in place for those who believe EEOP violations occurred, handled independently by HRMS and duly designated grievance committee

10.4. Awarding, Post-Award Monitoring, and Continuous Improvement Stage

- a. Awarding Ceremony and Recognition
 - i. Conduct awarding ceremonies or announcement activities in ways that celebrate diversity, ensuring that program narratives highlight the inclusive philosophy behind the recognition.
 - ii. Ensure that physical event venues are accessible to persons with disabilities and that reasonable accommodation such as sign language interpreters or visual aids are provided during recognition ceremonies.
 - iii. The awarding ceremony for each program must be consistent to minimize unnecessary comparisons.



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b. Finality of Results

- i. Unless there is reason to believe that a breach of the EEOP occurred, the results of the screening and deliberations shall be final and recognized.
- ii. After the process is done, no feedback that could jeopardize the entire process will be accepted.

c. Incentive and Reward Distribution

- i. The incentive, award, or reward should be given in accordance with the R&R program's guidelines.
- ii. Except for any adjustment or amendments disclosed prior to the nominations, no one shall be denied their deserved prize as stated in the criteria.

d. Recognition and Promotion of Awardees

- i. Require that all awardees be profiled in official communications highlighting their contributions, achievements, and journeys, particularly emphasizing stories of perseverance, resilience, and inclusivity.
- ii. Encourage awardees to serve as ambassadors or peer mentors for future EEOP activities or employee support initiatives, promoting a virtuous cycle of empowerment and positive workplace culture.

e. Post-Award Feedback and Monitoring

- i. Gather feedback through post-award surveys from awardees and participants to assess whether the R&R process was perceived as equitable, inclusive, and motivating across all groups.



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- ii. Use feedback findings to enhance and adjust R&R policies and practices annually, ensuring that evolving employee needs and diversity dynamics are consistently integrated into the design.
- f. Institutional Reporting and Recognition
 - i. Institutionalize an annual PRAISE report to the University President summarizing participation statistics (e.g., diversity of nominees and awardees), challenges encountered, successes achieved, and EEOP compliance analysis.
 - ii. Recognize units or offices that actively champion inclusive nomination and recognition practices through special citations or commendations during institutional ceremonies.

XI. RESPONSIBILITIES

The University holds the responsibility for establishing and formalizing this policy, providing comprehensive education to all personnel regarding unacceptable behaviors, implementing clear and accessible grievance procedures, and ensuring the adherence to this policy across all departments and units.

Employees are accountable for fostering a respectful and inclusive environment by refraining from any form of discrimination, harassment, bullying, or gossip. Additionally, they are obligated to promptly report any suspected instances of discrimination or misconduct to their immediate supervisors for appropriate action.

Supervisors are entrusted with the responsibility of ensuring that all team members are fully informed of and comply with this policy. They must actively promote and uphold a positive and professional workplace culture that aligns with the values set forth in the policy.

XII. SEPARABILITY CLAUSE

In the event that any provision or part of these Guidelines is declared illegal or rendered invalid by competent authority, those provisions not affected by such declaration shall remain valid and effective.



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XIII. REPEALING CLAUSE

Any previous issuances, directives, or guidelines that are found to be inconsistent with or in conflict with the provisions outlined in these guidelines are hereby considered null and void, and will be fully superseded by the current directives.

XIV. EFFECTIVITY

These Guidelines shall take effect immediately and shall remain in force unless superseded by an appropriate issuance.

For guidance and strict compliance.


ROLYN C. DAGUIL, Ph.D.
University President