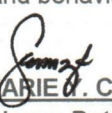
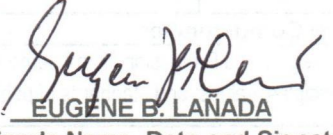


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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Republic of the Philippines</b><br><b>POSITION DESCRIPTION FORM</b><br><b>DBM-CSC Form No. 1</b>                                                                                            |                                     | 1. POSITION TITLE (as approved by authorized agency)<br>with parenthetical title                                                                                                                                                                                     |                          |
|                                                                                                                                                                                                |                                     | INSTRUCTOR 1                                                                                                                                                                                                                                                         |                          |
| 2. ITEM NUMBER                                                                                                                                                                                 |                                     | 3. SALARY GRADE                                                                                                                                                                                                                                                      |                          |
|                                                                                                                                                                                                |                                     | 12                                                                                                                                                                                                                                                                   |                          |
| 4. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS                                                                                                                        |                                     |                                                                                                                                                                                                                                                                      |                          |
| <input type="checkbox"/> Province<br><input checked="" type="checkbox"/> City<br><input type="checkbox"/> Municipality                                                                         |                                     | <input type="checkbox"/> 1st Class<br><input type="checkbox"/> 2nd Class<br><input type="checkbox"/> 3rd Class<br><input type="checkbox"/> 4th Class<br><input type="checkbox"/> 5th Class<br><input type="checkbox"/> 6th Class<br><input type="checkbox"/> Special |                          |
| 5. DEPARTMENT, CORPORATION OR AGENCY/<br>LOCAL GOVERNMENT                                                                                                                                      |                                     | 6. BUREAU OR OFFICE                                                                                                                                                                                                                                                  |                          |
| VISAYAS STATE UNIVERSITY                                                                                                                                                                       |                                     | COLLEGE OF VETERINARY MEDICINE                                                                                                                                                                                                                                       |                          |
| 7. DEPARTMENT / BRANCH / DIVISION                                                                                                                                                              |                                     | 8. WORKSTATION / PLACE OF WORK                                                                                                                                                                                                                                       |                          |
| Department of Veterinary Clinical Sciences (DVCS)                                                                                                                                              |                                     | VSU, BAYBAY CITY, LEYTE                                                                                                                                                                                                                                              |                          |
| 9. PRESENT APPROP                                                                                                                                                                              | 10. PREVIOUS APPROP ACT             | 11. SALARY AUTHORIZED                                                                                                                                                                                                                                                | 12. OTHER                |
|                                                                                                                                                                                                |                                     | 22,938.00                                                                                                                                                                                                                                                            | ACA/PERA<br>P2,000.00    |
| 13. POSITION TITLE OF IMMEDIATE SUPERVISOR                                                                                                                                                     |                                     | 14. POSITION TITLE OF NEXT HIGHER SUPERVISOR                                                                                                                                                                                                                         |                          |
| Head, DVCS                                                                                                                                                                                     |                                     | Dean, College of Veterinary Medicine                                                                                                                                                                                                                                 |                          |
| 15. POSITION TITLE, AND ITEM OF THOSE DIRECTLY SUPERVISED                                                                                                                                      |                                     |                                                                                                                                                                                                                                                                      |                          |
| (if more than seven (7) list only by their item numbers and titles)                                                                                                                            |                                     |                                                                                                                                                                                                                                                                      |                          |
| POSITION TITLE                                                                                                                                                                                 |                                     | ITEM NUMBER                                                                                                                                                                                                                                                          |                          |
| 16. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK                                                                                                                     |                                     |                                                                                                                                                                                                                                                                      |                          |
| Computer, printer, laptop, projector, calculator                                                                                                                                               |                                     |                                                                                                                                                                                                                                                                      |                          |
| 17. CONTACTS / CLIENTS / STAKEHOLDERS                                                                                                                                                          |                                     |                                                                                                                                                                                                                                                                      |                          |
| 17a. Internal                                                                                                                                                                                  | Occasional                          | Frequent                                                                                                                                                                                                                                                             | 17b. External            |
| Executive / Supervisors                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>                                                                                                                                                                                                                                             | General Public           |
| Non-Supervisors                                                                                                                                                                                | <input type="checkbox"/>            | <input type="checkbox"/>                                                                                                                                                                                                                                             | Other Agencies           |
| Staff                                                                                                                                                                                          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                  | Others (Please Specify): |
|                                                                                                                                                                                                |                                     |                                                                                                                                                                                                                                                                      | admin offices            |
| 18. WORKING CONDITION                                                                                                                                                                          |                                     |                                                                                                                                                                                                                                                                      |                          |
| Office Work                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>                                                                                                                                                                                                                                             | Other/s (Please Specify) |
| Field Work                                                                                                                                                                                     | <input type="checkbox"/>            | <input type="checkbox"/>                                                                                                                                                                                                                                             |                          |
| 19. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE UNIT OR SECTION                                                                                                                           |                                     |                                                                                                                                                                                                                                                                      |                          |
| To conduct instruction, research and extension                                                                                                                                                 |                                     |                                                                                                                                                                                                                                                                      |                          |
| 20. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION (Job Summary)                                                                                                                    |                                     |                                                                                                                                                                                                                                                                      |                          |
| To conduct instruction, research and extension                                                                                                                                                 |                                     |                                                                                                                                                                                                                                                                      |                          |
| 21. QUALIFICATION STANDARDS                                                                                                                                                                    |                                     |                                                                                                                                                                                                                                                                      |                          |
| 21a. Education                                                                                                                                                                                 | 21b. Experience                     | 21c. Training                                                                                                                                                                                                                                                        | 21d. Eligibility         |
| Relevant Masteral Degree                                                                                                                                                                       | NONE REQUIRED                       | NONE REQUIRED                                                                                                                                                                                                                                                        | NONE REQUIRED            |
| 21e. Core Competencies                                                                                                                                                                         |                                     |                                                                                                                                                                                                                                                                      | Competency Level         |
| 1. Exemplifying Integrity and Professionalism - demonstrates high standards of professional behaviour, adhering to ethical as well as moral principles, values, and standards of public office |                                     |                                                                                                                                                                                                                                                                      | 2                        |
| 2. Delivering Service Excellence - Complies with VSU's established standards of service delivery for customer satisfaction                                                                     |                                     |                                                                                                                                                                                                                                                                      | 2                        |
| 3. Communication Savy - Effectively delivers messages that simply focus on facts or information;                                                                                               |                                     |                                                                                                                                                                                                                                                                      | 2                        |

| 4. Interpersonal relationship management - Effectively communicates and interacts with colleagues, customers and clients, and work well in a team to achieve results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|--|---|--|
| 5. Change Adaptation - Works effectively with a variety of people and situations and adapts one's thinking, behaviour and style appropriately in dealing with change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 6. Gender-responsive management - Promotes gender equality and women empowerment to address gender-related problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| <b>21f. Functional Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Competency Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 1. Facilitating Learner Centered Environment Applies theories and psychologies to facilitate various teaching-learning delivery modes to enhance learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 2. Innovative Learning Strategies - Adopts principles and develops teaching strategies by designing outcomes-based course syllabi to adapt to the changing educational landscape.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 3. Innovative Instructional Materials Development - Designs and creates learning lessons, teaching-learning experiences that utilize innovative technologies in various learning environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 4. Filipino Values Restoration- Revitalizes desirable Filipino values that are pro-God, pro-people, and pro-nature.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 5. Publication Writing - Develops and produces scientific article for peer-reviewed journals by utilizing research outputs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| <b>21g. Technical Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Competency Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| Provides veterinary support and technical services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| <b>22. STATEMENT OF DUTIES AND RESPONSIBILITIES (Technical Competencies)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Competency Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| <table border="1"> <thead> <tr> <th>Percentage of Working Time</th> <th>(State the duties and responsibilities here:)</th> <th></th> </tr> </thead> <tbody> <tr> <td>80%</td> <td>           1. Teaches assigned subjects and performs other teaching related functions, among others, the following:<br/>           a. Prepares and revised teaching materials/guides and submit to department head<br/>           b. Prepares and gives examinations (mid/final/long/quizzes)<br/>           c. Checks test papers and returns to students one week after examination<br/>           d. Submits grade sheets within prescribed period to the Registrar through the department<br/>           e. Turns over class records to department heads within two weeks after final         </td> <td>2</td> </tr> <tr> <td>10%</td> <td>           2. Performs research and/or extension functions, among others the following:<br/>           a. Prepares research/extension proposals<br/>           b. Implements duly approved research/extension projects within time frame<br/>           c. Prepares and prepares reports within the prescribed period<br/>           d. Presents research/extension outputs during conferences/fora of legitimate professional organizations         </td> <td>2</td> </tr> <tr> <td>5%</td> <td>           3. Performs administrative functions (if applicable)<br/>           4. Performs other functions, among others:<br/>           a. Performs functions relative to committee memberships and other ad hoc assignments including related to quality assurance and other accreditation functions<br/>           b. Performs other functions assigned by the department head, College Dean, Vice Presidents and the University President         </td> <td>2</td> </tr> <tr> <td>5%</td> <td></td> <td>2</td> </tr> </tbody> </table> | Percentage of Working Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (State the duties and responsibilities here:) |  | 80% | 1. Teaches assigned subjects and performs other teaching related functions, among others, the following:<br>a. Prepares and revised teaching materials/guides and submit to department head<br>b. Prepares and gives examinations (mid/final/long/quizzes)<br>c. Checks test papers and returns to students one week after examination<br>d. Submits grade sheets within prescribed period to the Registrar through the department<br>e. Turns over class records to department heads within two weeks after final | 2 | 10% | 2. Performs research and/or extension functions, among others the following:<br>a. Prepares research/extension proposals<br>b. Implements duly approved research/extension projects within time frame<br>c. Prepares and prepares reports within the prescribed period<br>d. Presents research/extension outputs during conferences/fora of legitimate professional organizations | 2 | 5% | 3. Performs administrative functions (if applicable)<br>4. Performs other functions, among others:<br>a. Performs functions relative to committee memberships and other ad hoc assignments including related to quality assurance and other accreditation functions<br>b. Performs other functions assigned by the department head, College Dean, Vice Presidents and the University President | 2 | 5% |  | 2 |  |
| Percentage of Working Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (State the duties and responsibilities here:)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1. Teaches assigned subjects and performs other teaching related functions, among others, the following:<br>a. Prepares and revised teaching materials/guides and submit to department head<br>b. Prepares and gives examinations (mid/final/long/quizzes)<br>c. Checks test papers and returns to students one week after examination<br>d. Submits grade sheets within prescribed period to the Registrar through the department<br>e. Turns over class records to department heads within two weeks after final | 2                                             |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2. Performs research and/or extension functions, among others the following:<br>a. Prepares research/extension proposals<br>b. Implements duly approved research/extension projects within time frame<br>c. Prepares and prepares reports within the prescribed period<br>d. Presents research/extension outputs during conferences/fora of legitimate professional organizations                                                                                                                                  | 2                                             |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3. Performs administrative functions (if applicable)<br>4. Performs other functions, among others:<br>a. Performs functions relative to committee memberships and other ad hoc assignments including related to quality assurance and other accreditation functions<br>b. Performs other functions assigned by the department head, College Dean, Vice Presidents and the University President                                                                                                                     | 2                                             |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| 5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                                             |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| <b>23. ACKNOWLEDGMENT AND ACCEPTANCE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |
| <p>I have received a copy of this position description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <br/> <b>JOAN MARIE D. CORMANES</b><br/>       Employee's Name, Date and Signature     </div> <div style="text-align: center;"> <br/> <b>EUGENE B. LANADA</b><br/>       Supervisor's Name, Date and Signature     </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |  |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |     |                                                                                                                                                                                                                                                                                                                                                                                   |   |    |                                                                                                                                                                                                                                                                                                                                                                                                |   |    |  |   |  |