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ABSTRACT

This study attempted to make a comparative assessment of the professional competencies of the Human Resource Managers employed in some selected government and non-government agencies in Baguio and Benguet.

There were 135 respondents of the study, 45 Human Resource Managers, 45 2nd level representatives and 45 1st level representatives from both the Government Agencies (GAs) and Non-Government Agencies (NGAs). Government Agencies were from the national line agencies, while NGAs comprised of 11 (73%) from educational institutions, 3 (20%) from the business sector and 1 (7%) from the health sector.

A questionnaire was devised to determine the level of competence of HRMs along four major functions: personnel selection, career training and development, administration of employee welfare and benefits and performance appraisal.

Computation of weighted means, ranking, t-test and F-tests were used in the treatment and analysis of data.

1. Findings revealed that Human Resource Managers in both GAs and NGAs were highly competent in personnel selection, career training and development, employee welfare and benefits and moderately competent in performance appraisal.

2. When compared according to the type of agency, the level of competence along personnel selection were the same for both, but significantly differed in the other three areas.

The level of competence of HRMs as perceived by 1st and 2nd level respondents significantly differed in performance appraisal, since the 2nd level respondents assessed HRMs to be competent in this area.

3. Looking at the personal factors of Human Resource Managers, age reflected a significant difference along the function of employee welfare and benefits and highly significant difference in the number of trainings attended in performance appraisal.

4. On the perceived importance of functions, personnel selection was deemed most important, followed by employee welfare and benefits, career training and development and performance appraisal.

According to type of agency, the study showed no significant differences along personnel selection and career training and development but showed significant difference in employee welfare and benefits and performance appraisal.

No significant differences existed in the level of importance of the four functions when compared according to the position of respondents.

5. With regard to problems encountered, both NGAs and GAs met the same difficulties which affected their level of competence, namely: lack of finance to support HR programs and activities, lack of training for HRMs and lack of support of management in HR programs and activities.

INTRODUCTION

Background of the Study

Human resources or Personnel management is the sense of getting things done through people. People are organizations' most valuable asset, yet, the reality is that their people remain undervalued, undertrained and underutilized (Bagano, 2000).

The rate of change facing organizations has never been greater and organizations must absorb and manage change at a much faster rate than in the past. In order to implement a successful strategy to face this challenge, organizations, large and small, must ensure that they have the right people capable of delivering the strategy.

Since people are the most valuable of the resources available to organizations, they need to be employed as effectively as possible. At the same time, people are not simply just another factor of production. All the literature of this century on the treatment of people at work emphasizes how crucially important it is that employers understand the psychological and physiological needs of their employees and treat them humanely and sensitively.



Although the first priority of any work organization is the achievement of its operational objectives, it must create opportunities for the use and development of knowledge and skills of its employees to the mutual advantage of both.

These issues motivate a well thought of human resource management strategy. Failure in not having a carefully crafted human resource strategy will lead to failure in the organizational process itself.

As stated in the Career Development and Management Manual of the DSWD (2002), "Every profession grows with the challenges of the times". Thus, employees must develop new competencies to grow professionally. Developing these competencies entail gaining new knowledge, abilities and skills to meet the challenges of the times. For an individual to keep abreast with the changing demands of his/her profession, the professional is accountable to his/her own career development. On the other hand, the organization must provide a nurturing environment for career development of its employees. When this is adequately provided for, the employee is in a better position to set goals and develop career plans. Implicit in the concept of career is change because a person's job skills and career aspirations change over



time. As Donald Super as cited by Patton (1999) proposed, vocational preferences, competencies of people and situations in which people work change with time and experience.

The different organizations are instrumentalities of the Philippine government towards a better tomorrow. Their services and programs reflect to a great extent the current government thrusts and priorities. On the same token, the quality of service to the Filipino people is enhanced when the needs of the both the individual and the organization are met.

A great deal of effort is put into new human resource efforts, but it has been observed that little energy is put into coordinating these efforts to reinforce one another. In this context, career development programs be integrated into the existing human resource structures; that is, the policies, procedures, practices or formal systems within the normal organizational umbrella of human resource.

A career development system acts as a clearing house for collecting and sharing information that can increase the effectiveness of human resource decisions. It coordinates and better utilizes a variety of seemingly separate human resource



practices. Human Resource practices, in turn, are reinforced by the coordinating effects of career development.

One of the major players in the career development system is the career coach, who will help guide employees through a reasonably in depth review and exploration of their interests, abilities and beliefs regarding their present and future career path. Coaches will help employees consider alternatives and make decisions regarding their careers and also make the organization aware of the employees' career perspectives for the organization to plan accordingly. Since most of the welfare of the employees are being promoted by the Human Resource Managers, it is not surprising that most coaches are human resource managers. It is therefore important that the human resource managers of the organizations have high levels of professional competencies to be effective coaches (Martires, 2000).

Coaching aims to enhance the performance and learning abilities of others. It involves providing feedback, but it also uses other techniques such as motivation, effective questioning and matching management style to the coachee's readiness to undertake a particular task. It is helping the individual through a



dynamic interaction, which does not rely on one-way flow of telling and instructing.

According to Bagano, (2000) “human resource management is the art and science of acquiring, motivating, maintaining and developing people in their jobs in the light of their personal, professional and technical knowledge, skills, potentials, needs and values in synchronization with the organization’s philosophy, resources and culture for the maximum achievement of individual, organization and society’s goal. Human resources are the most critical factors in development and social change because people are the main ingredient of progress.

Over the last twenty years, there had been a growing interest in people management practices. In part, this reflects the accumulating evidence that workers hold the key to enhance organizational performance. Thus, many of today’s organizations are re-evaluating their human resource management (HRM) practices in an attempt to tap worker’s discretionary efforts and improve organizational performances (Gould-Williams, 2002).

Organizational excellence begins with the performance of people. It is what people do or not do that ultimately determines what they can or cannot become. It is their dedication and



commitment to organizational purposes that make the difference. Whether organizational goals can be achieved will depend on the willingness of the people to make the necessary contributions. It is the performance of the people that is the true benchmark of organizational performance (Martires, 2000).

Many contemporary organizations use a range of Human Resource practices. In many instances, the practices themselves are not new but the rationale for using them has changed. Furthermore, evidence suggests that when HRM practices are used in conjunction with each other, the performance will be greater than when used in isolation. The bottom line is that organizations that attempt to introduce individual Human Resource practices will observe minimal change in performance whereas those organizations that successfully introduced a range of practices will experience a more dramatic change in performance (Gould-Williams, 2002).

At this time when the Philippines is economically threatened, a lot of efforts have to be exerted to rehabilitate organizations through putting in place the right people. Organizations have to be technologically adept, socially and culturally aware of its environment and let the law be the guiding spirit in progress and



development. Time will come when technology will dominate the lives of human beings. At this time, when robots are made to do the work of man, the human brain will become useless. We dread the time when robots will do the works of human behavior.

It is thus the challenge to Human Resource Management officers to enhance the performance of employees to humanize the organization, and the individual to maximize his full potential. According to Freud, “people are lazy, they hate work, to the extent that they avoid it; they have no ambition, they take no initiative and avoid taking responsibility. All they want is security and to get them to do any work, they must be rewarded, coerced, intimidated or punished” (ACCEL-Team 2005).

According to Noe, et.al (2000), private institutions like Texas Instruments’ success illustrates the key role that human resource officers play in determining the effectiveness and competitiveness of business. It is the Human Resource Management Officers in most of its branches who undergo rigid management and leadership trainings before they are fielded all through out its departments.

Anecdotal records suggest that the most admired and successful companies in the world have not only created



multinational corporations but have created organizations with work forces and corporate cultures that reflect the characteristics of the global markets in which they operate. Examples of these companies include General Electronic, Coca cola, Microsoft, Walt Disney, Intel, Toyota Motors, Hewlett Packard and many more. These companies' key priorities include traditional business objectives such as customer focus and innovation. However, a distinguishing characteristic is that these companies believe that people are their most important asset. Believing that employees are the key to success translates into human resource practices including rewarding employee performances, measuring employee satisfaction, using an intensive employee selection process, promotion from within and investing in employee development. The Philippine agencies most specifically Baguio and Benguet should learn from this. (J. Cahn, 1998).

According the Miner and Miner (1985) as quoted by Rialubin (1998) in his unpublished masteral thesis, one of the most frequent criticisms voiced by top executives is that personnel managers lack experience and thus do not understand many problems outside their own areas of specialization. He further stated that aside from



knowledge and skills, appropriate experience results to satisfactory job performance.

The present trend in the role and function of human resource management is toward greater recognition and more responsibility in the organization (Sison, 1991). An indication of this in the public sector is the inclusion of positions such as Human Resource Management Officer (HRMO), Human Resource Management Assistant (HRMA) in the government agency's plantilla. Most agencies have hired people to assume these new positions. Unfortunately though, in the Philippine government offices, many human resource practitioners are faced with the threat of abolition because allegedly they are not well equipped with the appropriate professional competencies required of a human resource professional. Not all agencies have a plantilla position for a human resource management officer. Some managers think that human resource work is clerical, simply record keeping and has less impact on the overall achievement of the agency's goals (Sison, 1991).

This goes against what Martires (2000) stated that Human Resource Managers must relate well to both employees and top management. It is a difficult role to play and a good HRM must



have the ability to thoroughly develop a trusting relationship with the employees, while at the same time be something of a collaborator and serve as confidant to the CEO.

The work of an HRM has a number of inherent problems that arise. The objectives of individuals and the organization often do not coincide. Individuals may have different views of their own performance, potential and work from those held by organizational representatives. Individuals may have expectations that are impracticable, unrealistic and beyond the capacity of the organization to satisfy. Human Resource Managers may experience some role conflict or ambiguity in carrying out their responsibilities as representative of the employing organization and at the same time being counselors to individuals (Tyson et al, 1996).

The challenge remains true for human resource professionals in both the public and private sector, that in order for the balance in organizations to be maintained, far greater attention should be given to human resource capability, so that they can cope with everyday challenges.



It is for this reason that this study will take a closer look into the competence levels of HRMs in government and non-government agencies in Baguio City and Benguet.

Statement of the Problem

The study attempted to identify the level of competence of HRM as well as make a comparative assessment of the professional competencies of the human resource management officers employed in some selected government agencies and non-government agencies in Baguio and Benguet.

Specifically, it sought answers to the following:

1. What is the level of professional competence of the human resource managers along the functions of:
 - a. personnel selection
 - b. career training and development
 - c. employee welfare and benefits
 - d. performance appraisal

2. Are there significant differences in the level of professional competencies of human resource managers along the identified functions when compared according to:
 - a. type of agency
 - b. position of respondent



3. Is there a significant difference in the level of professional competence of the human resource managers in terms of:

- a. age
- b. education
- d. years of experience
- e. trainings attended

4a. What is the perceived level of importance of the four functions?

4b. Are there significant differences in the perceived level of importance of the identified functions when compared according to:

- a. type of agency
- b. position of respondent

5a. What are the problems encountered by the human resource managers in some selected government and non-government agencies in Baguio and Benguet?

5b. Are there significant differences on the problems reported by the respondents when clustered along the type of agency?

Objectives of the Study

This study made a comparative assessment of the professional competencies of the human resource managers of some selected government and non-government agencies in Baguio and Benguet.



This study was conducted with the following specific objectives:

1. To determine the level of professional competence of the human resource managers in some selected government and non-government agencies in Baguio and Benguet;

2. To determine if there are significant differences on the levels of HRM competence along the given functions of HRM when compared according to type of agency and position of respondents;

3. To find out if there is a significant difference between the level of professional competence of human resource managers in terms of age, education, years of experience and trainings attended along the four identified HRM functions;

4a. To determine the level of importance of identified functions; and

4b. Determine if there are significant differences on the perceived level of importance when compared according to the type of agency and position of respondents;

5a. To enumerate certain problems of Human Resource Managers that affects their performance; and



5b. to find out if there is a significant difference between the problems encountered by human resource managers based on the type of agency;

Importance of the Study

The findings of this study will assist human resource managers to clarify their roles and develop themselves to meet personal and organizational demands in order to be more competent and competitive in the delivery of their functions.

Results of this study will encourage government and non-government agencies to actively involve their HRMs in their planning and strengthen their HR units. Moreover, policy makers will be updated on the current problems confronting human resource managers, so that in the formulation of laws, they shall include provisions to improve the latter's plight, to institutionalize and professionalize the HRM position;

Human Resource Managers will use the findings of this study to introduce radical change to their respective agencies in order to increase productivity and enhance performance of their employees;



To challenge the regulatory entities of different agencies like CSC, DOLE, CHED, etc to strictly monitor implementations of standards of GAs and NGAs in relation to the functions of HRMs.

This research can also add to the growing resources in the libraries and knowledge of students, professors, and other stakeholders.

And this study can also be used by future researchers in the on the area of human resource development and management.

Scope and Delimitation

The research attempted to make a comparative assessment of the human resource practices of some selected government agencies and non-government agencies in Baguio City and Benguet. It studied the human resource practices of thirty (30) government agencies and fifteen (15) non-government agencies.

This study involved personal factors such as age, education, years of experience and trainings attended.

Due to the constraint in time, only 4 among the various human resource management functions were used in this research, namely: personnel selection, career training and development, employee welfare and benefits and performance appraisal.



Respondents were the human resource managers (HRMs) and other persons who performed human resource management functions in selected government and non-government agencies in Baguio City and Benguet, as well representatives from the first level and second level positions.

Age classified according to the following; 20-29 years, 30-39 years, and 40 years old and above.

Education included the level of attainment categorized into: baccalaureate degree, masters' degree and doctorate degree.

Years of professional experiences were experiences in the government service and non-government sectors which were human resource related categorized as: less than 5 years, 6-10 years and 11 years and above.

The trainings were clustered in terms of: character building programs, expertise building programs, leadership and management programs and total quality programs attended by the respondents for the last 5 years. A comparison was made according to the number of trainings attended by the HRM grouped by: 1 to 11 trainings and 12 and above.

Proximity of agencies was given consideration in the choice of the government and non-government agencies involved.



The Local Government Units were not included in the study because they have different organizational set-up, operational requirements and procedures.



REVIEW OF RELATED LITERATURE

Human Resource Management practices, its theories and principles sometime differ with what is practiced depending on certain nature and culture of the organization. To better understand the variables at play in human resource management, the researcher reviewed books, magazines and other researches of both foreign and local writers and tried to relate them to the present study.

Factors affecting professional competences of Human Resource Managers

According to the Personnel Officer's Manual of the Civil Service Commission:

“Each department of the national government and agency or office and each province and chartered city shall have a personnel office headed by a personnel officer who subject to the authority of the head of the organization concerned, shall be responsible for personnel management and maintenance of the effective liaison with the Commission”.

Anent to this provision, in most of the plantilla of private organizations, corporations and agencies, a Human Resource Management Officer is employed to take care of the needs of the organizations' human resources.



Age

Human Resource Management as a science is new. This is the area that is usually taken care of by the Personnel Unit. It is commonly observed in seminars and gatherings of HRMs that Human Resource Managers are of a mixed age. It can also be observed that older people occupy higher positions in the human resource department. There is no research, however, to prove that older HRM are more competent than younger ones.

Harris and Hartman (2002) noted the problems of the older employees in the United States, who are protected by the Age Discrimination Act of 1967 (amended in 1978), which states that unfair treatment of workers 40 years of age and above is prohibited unless age can be established as a bona fide requirements of a job. On the other hand, the younger employees are seen as the anti-thesis of older workers in most respects, thus opportunities for the younger workers are often seen as limited.

Feldman et al. (1983) cited that due to the advent of high technology in the workplace, individuals are generally selected on the basis of their qualifications and experiences. Hiring and promotion based on seniority is already obsolete. Traditionally, individuals were selected for their age and authority.



Dessler (1997), as cited by Canave (2000), revealed that younger, less qualified and “lower cost” workers are often given positions at the expense of old workers. Organizations saving on benefits such as retirements, settle for younger workers aside from the perception that younger workers are more dynamic, energetic and full of new ideas.

A survey conducted by the National Economic Development Authority of the Cordillera Administrative Region (NEDA-CAR) shows that according to age group, there are 52% of government employees who belong to the 20-25 years of age. Middle aged employees (36-50 years old) account for 37%, while senior employees (51-65 years old) comprise the remaining 11% (NEDA, 1999).

Education

Unlike a teacher in high school which requires a bachelor's degree in secondary education, a human resource manager possesses no specific degree. According to the Civil Service Commission, the educational qualification of a Human Resource Manager is “a bachelor's degree relevant to the job”. The standard does not specify that a background on human behavior is necessary for the position.



According to Sison (1991), although no particular college degree or course of study is necessary to qualify as a human resource manager, he suggests that one who aspires for this position must have some background courses in personnel and industrial relations, either through formal study or by attending seminars or conferences on the subject.

To some extent, difference in skill attainment is due to variations in the educational level. That is, where education is lacking, skills are more likely to be lacking. The more educated the people in the workplace; they are capable of additional learning and training. Without an appropriate educational base, the task becomes much more difficult (Miner & Crane, 1995).

The emergence of the behavioral sciences had a great influence on human resource management. The understanding of human behavior was enhanced by contributions not only from the traditional disciplines like psychology, sociology and anthropology, but it now includes social economics, political science, linguistics and education. The relationships between and among these various disciplines become organized so that they are referred to as the behavioral sciences (Sison, 1991).



About ten years ago, the Human Resource professional was either a psychology or law graduate. With so many changes in the corporate world, it is no longer strange to find human resource managers who are engineers, accountants, economists, who can also be as good or better than the lawyer or psychologist (Tarriela,1996).

Sison recommends that the minimum requirement of a human resource manager is the completion of a regular course. Business administration and liberal arts courses with sufficient cultural subjects are important, high scholastic standing and completion of graduate studies are highly desirable. English, public speaking and public relations will be very helpful. The possession of leadership abilities and familiarity with the principles and methods of teaching will be a great help. Graduate courses in industrial relations, behavioral sciences or business administration with personnel management and labor relations as a major study will provide a substantial background for this specialization. Special courses or seminars in personnel management, labor relations, labor and social legislation, wage and salary administration, collective bargaining, public relations and human relations are useful to all human resource managers but they are



especially valuable to those who have not had a formal college education in personnel and industrial relations (Sison, 1995).

Years of Professional Experience

According to Miner and Miner (1998), one of the most frequent criticisms voiced by top executives in other areas regarding human resource managers is that they lack management experience and do not understand many problems outside their own specialization. In a study conducted by Rialubin (2000), he mentioned that aside from knowledge and skills, appropriate experience results to satisfactory job performance. He added that work experience and length of service be considered as strong points in hiring or selecting new personnel. It is a common observation that a person who has more experience can work better. The study revealed that work experience or length of service influences the performance of an employee.

Trainings Attended

Training is a human resource function that has important role in Asia Brown Boveri (ABB) global success. One of its biggest problems is to overcome the resistance to the idea that Asian countries can not match the standards of European or North American factories and complete work on time. But their plant



managers in Shanghai have been trained on ABB quality standards by ABB expatriates assigned in China. This goes to show that training employees is a factor in the success of employees (Cahn, 1998).

Some problems confronting human resource managers in government is the inadequate recognition of their role and the fact that the profession is new and people adequately trained to handle the functions are still few. One apparent solution to this problem is a better preparation and training of the human relations manager in personnel administration (Sison, 1995).

Many employers now recognize the importance of trained personnel workers in handling employee relations. While some successful personnel workers obtained what they needed to know about personnel management through training programs in college, many human resource managers started as assistants to experienced personnel executives and learned on the job. Others, in addition to their college training, gained experience as personnel clerks in the different phases of the agency's operations (Sherman, 1998).

The development of a good human resource manager entails the combination of a good background as well as training



opportunities to enhance his competence. Upgrading the knowledge and competence of people actively engaged in personnel work can help elevate personnel management to the status of a profession (Dessler, 1997).

Fajardo and Abella (1993) mentioned that based on survey of successful cooperatives in the Philippines, continuous training and education of employees, progressive and people oriented policies and adequate organizational structures to cope with varying and increasing needs and problems of the members of the community contribute to the success of a cooperative.

The human resource manager in government may or may not be bestowed with much opportunity in developing his professional competence because not all government agencies have a good career development program for their very own human resource managers. It is through the Civil Service Commission, the central personnel agency of the government that they are often invited to attend such activities. Memorandum Circular #31 series 1999 from the office of the President of the Philippines urges government officials and employees engaged in the active practice of human resource management to attend conferences, seminars,



workshops and other forums conducted by the Personnel Association of the Philippines (MC #31, 1999).

Personnel Selection

Personnel actions include recruitment, examination and placement of employees, qualification standards and appointments. When an organization adopts a strategy of achieving superior performance through the work force, it will need the right people in the right places. In doing so, organizations should use imaginative selection technology (Gould-Williams, 2002). He further, argued that rigorous selection processes not only provide the “right sort of people but have positive psychological effects, since newly recruited employees have undergone a rigorous selection process and more likely to feel part of an “elite” organization.

For Black et al (2000) internal promotion is generally seen as a critical way to retain key members of the workforce. Having recruited, developed and trained the right sort of people, it is unlikely that managers want to see these workers leave the organization. Where individuals are promoted from within, they are more likely to have a thorough understanding of the operational and other relevant aspects of the business environment. Thus, it is



justified that promoting from within the organization is likely to perpetuate a favorable organizational culture.

Whether recruitment is done or promotion is preferred, the organization has to find out if it is necessary that the vacancy be filled up or absorbed by the present staff. The cost for not being correctly staffed is enormous. Understaffing loses the business economics of scale and specialization, orders, customers and profits. Overstaffing, on the other hand, is wasteful and expensive. If sustained, it is costly to eliminate because of modern legislation with respect to redundancy payments, consultation and minimum periods of notice. Very importantly, overstaffing reduces the competitive efficiency of the business. Recruitment requires that an assessment of the present and future needs of the organization be compared with present resources and future predicted resources (ACCEL-Team, 2005). Still, staff recruitment should be preceded by an analysis of the job to be done, written into a job description so that decisions on whom to hire would be based on qualifications and mental characteristics applicants must possess, what qualities and attitudes are desirable and what characteristics are a decided disadvantage.



Effectively, selection is “buying” an employee hence bad “buys” can be very expensive. However, the cost of poor selection is such that even for the mundane day to day jobs, those who recruit and select should be well trained to judge the abilities of applicants.

Furthermore, the ACCEL Team expounds that...

“Much has been written about the validity of the interview as a selection tool. It is regarded by many as being subjective as to be totally worthless. However, the interview maybe the only tool which is used for selection or it may form one stage in a sequence of eliminating hurdles. The other stages may include medical check ups, intelligence tests, and personality, aptitude and group assessment tests. A properly conducted selection interview does not pretend to be free from bias and prejudice and susceptibility to the halo effect. It is one where the interviewer has examined his own attitudes sufficiently thoroughly to be aware when these forces may be coming into play and make allowance for them.”

Correction selection is therefore of crucial importance. It must mean that both parties to the selection decision, the interviewer and interviewee are satisfied. This is more so because the effective employee selection decisions and evaluation are done by a committee and not by only one person.

According to the Human Relations Program Office (HRDP, 1997), competency-based selection predicts superior job



performance. This can serve as a tool that can help interviewers distinguish likely superior performance from likely average performers. People who are well-matched to their jobs in terms of both skills and temperament tend to remain in their jobs longer than others.

In addition to recruitment, selective screening practices that increase the amount of relevant information gathered permit firms to identify and hire employees with stronger personalities, knowledge and abilities. It is further stressed that employees are better able to combine and exchange information in ways that support innovation if they also have connections to widely dispersed individuals and work units. Firms can accomplish this through job rotations whereby employees move horizontally across a range of jobs to gain exposure to a variety of employees and work units. They can also build social connections among employees through company sponsored events (Collins et al, 2001).

The above readings would help the researcher further evaluate and understand personnel actions. Collins et al (2001) adds that, "if the nature of work is negative like the work is demanding, tiring and routinary and there is no room to do one's



best, then the knowing effect will be a low performance level. But if the work is rewarding, then the chance of having a good performance is high”.

Career Training and Development

Correct personnel relations will propel an organization to better performance and development. No matter how good a program is if its personnel do not look at the program from the same perspective, it will surely fail. Gould-Williams (2002) contends that if greater employee – identification with the employing enterprise is to be elicited, then disclosure of information is essential so that employees are made aware of the relationship between cost and profit, performance and prospects. In this way, employees will be able to appreciate the employer and employee relationships.

Beyond having capable and motivated employees, organizations create leverage new knowledge by providing a social context in which employees interact with one another to exchange and combine ideas. Scholars have suggested that organizations are more efficient than markets at this process because they offer access to stronger, intact social networks in a context that can value and support individual contributions. Thus firms create an



internal social context that facilitates information combination and exchange through access to other employees who are capable of communicating and digesting new ideas (Collins et al, 2001).

Moreover, a primary dilemma facing most organizations is how to encourage employees to continue their efforts for organizational gains. Employees must be willing and motivated to share their education and experiences with other employees in order to generate innovation. More specifically, findings across a variety of human relations studies have shown that alternative sets of HR practices are positively related to firm performance. An example cited by Collins et al, (2001) has demonstrated that a set of high performance work practices show positive relationship with outcomes ranging from high stock performance to sales growth.

Although the pattern of the findings is promising, the assumption underlying this body of research is that human relations rather, the practices are thought to lead to the development of organizational capabilities which in turn elicit competitive advantages. Moreover, aggregate employee motivation would be enhanced through practices designed to build its commitment. Employees maybe more than willing to contribute towards organizational gains when their organizations signal similar levels



of commitment to employees, similarly, structured human relations practices oriented toward motivating employees to contribute their efforts for organizational gains are the most effective ways to achieve high commitment.

For Tudcor, (1998), having a sense of belongingness and camaraderie with co-employees and having a good relationship in the workplace, elevate the employees into the level of working efficiently, thus performance is high. Having a good relationship with co-employees has a great significant effect on performance.

Accordingly, the relationship between employee involvement practices (EIP) and collective agreements regardless of union status will find some workers likely to accept the practices because they see job improvement through these practices and involvement. Employees will also support the practices as a means to improve the establishment's competitiveness and thereby security in their jobs is assured (Freeman, et.al, 2000). Workers who participate in at least one EIP are more likely to be satisfied in their jobs. The results also indicate that this pattern holds true for all individual EIPs.

Corsen (1960), in his book, *Grievances of Colleges and Universities*, presented the importance of human relations. He says



that the many ways employees interrelate among themselves and their superiors influence to a considerable degree the work attitudes and efficiency of performance of employees in their jobs.

Geraldo (1990) describes the financial and promotional incentives, working conditions, human relations and administrative and supervisory practices as factors affecting job satisfaction among employees.

Job security, opportunity for advancement, adequate salary, superior relations, working peers, enjoyable work, management practices, trainings and experiences and benefit plans are some factors that affect job satisfaction and performance.

Employee Welfare and Benefits

Part of the function of an HRMO after the right persons are hired in a company is to look into the welfare and benefits of the hired employees. How well the agency satisfies the needs of its employees is also dependent on knowledge on how other agencies perform their personnel actions. There is a growing number of managers in the private sector who now reason that if employee performance results in enhanced organizational performance, then employees should share in the benefits received. The feeling is there that workers should be appropriately and equitably rewarded



for their effort. It has been observed that when employees see that the only ones benefiting from their diligent efforts are the management team, share holders and other parties, become discouraged. The most common reward scheme is one in which performance is related to pay; such incentive pay schemes can be offered in many ways, but the most effective tend to be based on multiple performance criteria at the individual and or organization levels (Gould-Williams, 2002).

While performance related pay schemes have the potential to enhance work, the evidence to date suggests that implementing and managing these schemes is complex and difficult.

To retain good staff and to encourage them to give their best while at work requires attention to the financial and psychological and even physiological rewards offered by the organization as a continuous exercise. Staffing needs vary with the productivity of the workforce; good personnel policies are also desirable. The latter can depend on other factors like environment, welfare, employee benefits, and others. But unless the wage package is accepted as “fair and just”, there will be no motivation. Increasingly, the influence of behavioral science discoveries is becoming important not merely because of the widely acknowledged limitations of



money as motivator but because of the changing mix and nature of tasks. Employees nowadays are much more likely to be influenced by things like job satisfaction, involvement and participation than the economically dependent employees of yesteryears (ACCEL-TEAM, 2005).

Also, attention to the mental and balanced well-being of employees is normal in many organizations as a means of keeping good employees and attracting others. These are done in varied ways, from soft loans to the needy to counseling with respect to personal problems. These may include schemes for occupational sick pay, extended sick leave, and rehabilitation of the injured and disabled employees, provision of financial and other support for activities of many kinds which are work related.

The HRPO Project (1997) has also found that a formal recognition and rewards program will validate current practices at the institute; provide consistency through out all areas and departments; create a way for managers, supervisors, peers and customers to acknowledge the work of administration and support staff employees. The project team defines “recognition” as an acknowledgement that can stand alone, and “reward” as something tangible that must be accompanied by recognition. A recognition



and rewards program which go a long way toward improving morale particularly in the midst of change increases productivity and help position the organization as a good place to work. On the other hand, recognizing and rewarding employees benefit both the employee and the employer. These benefits come in terms of lower stress, lower absenteeism and reduction of turn-over and its related costs. The resulting improvement in morale among employees leads to greater productivity. However, recognition and rewards should be separate from a program that recognizes employees for years of service. Awards program celebrates individual or team achievement above and beyond normal responsibilities whereas the years of service award automatically recognizes any and all employees for their loyalty and dedication.

An informal gesture like “thank you card” is an effective way to motivate people; but the gesture loses its impact if it is not followed up and supported by more substantial form of appreciation such as money, gifts or public acknowledgement (Collins et al, 2001).

Human relations practices associated with improved employee commitment include a variety of compensation programs that emphasize extrinsic and intrinsic rewards. Furthermore,



organizations that advertise openings internally and give preference to internal (vs. external) candidates signal their commitment to existing employees and provide incentives for long term relationships. An individual should also be rewarded with what he or she perceives as important rather than what the manager perceives (ACCEL Team, 2005).

With the fast changing technological forces and inventions, variable compensation methods should provide incentives by tying pay to performance. These practices aim to produce a skilled and motivated work force who is able to adapt to and take advantage of organizational and technological changes (Leckie et al 2001).

Freeman et.al (2000) have shown that variable pay in association with other human resource management (HRM) practices can lead to higher productivity. Variable pay refers to a set of practices whereby employee compensation is tied to job performance. Examples include the individual incentive system, where individuals are rewarded on the basis of performances which include bonuses and commissions. Merit pay and skill based pay include reward or honor given to superior qualities, great abilities or expertise that come from training, practice, etc.



The association between business strategy and variable pay incidence is interesting. The more a firm focuses on human resources management (HRM), the more likely it is to introduce variable pay. Establishments that provide variable pay to their work force would expect to increase worker productivity and thereby reduce their costs (Leckie et al, 2004).

Today, it is unlikely that organizations can guarantee life-long employment to workers. Even in countries such as Japan where until recently, such kind of employment was the accepted norm, organizations have had to re-evaluate their positions due to dramatic down turns in the work economy. While organizations may not be able to guarantee total employment security, the ways in which restructuring or downsizing programs are managed will signal to the staff the extent to which managers value them. If workers are given the impression that they can be easily fired and valued or that there is no job security, it is highly probable that they will become de-motivated. This may result in the employees' feeling reluctant to exert all efforts for and in behalf of the organization (Gould-Williams, 2002).

Personnel training and career development programs have been used by many successful private companies as a way of



ensuring a ready pool of labor within the organization. The training program can help secure the commitment of workers who are able to visualize their current and future roles in the organization.

The ACCEL-Team (2005) on career and employee development aptly says this:

Education is “mind preparation” and is carried out remote from the actual work area. Training is the systematic development of attitude, knowledge and skill pattern required by a person to perform a given task adequately. Development is the growth of the individual in terms of ability, understanding and awareness within the organization. These three-education, training and development are necessary to develop workers to undertake higher grade tasks of providing the conventional training of new and young workers.

Evaluation of the effectiveness of training should be done to ensure that it is cost effective; it identifies needs and modifies or extends what is being provided, to reveal new needs and redefine priorities. Most of all, this is to ensure that the objectives of the training are met (ACCEL-Team, 2005).

For HRDPI (1997), the key to individual and team development is training. The characteristics of successful organizations include budgeting training expenses and releasing individuals to attend training sessions; providing centralized core training appropriate to the job and providing training specifically



tailored to the needs of the teams. A successful training environment is a critical component of human resource principles, since continuous training is a joint responsibility of the employer and organizations.

In a related study by HRDPI in 1999, evidence of the benefits of training include reducing likelihood of an employee leaving the organization, raises workers' productivity by 16% and increases their innovation on the job. It also found that it is less expensive to train and upgrade skills of existing workers than to hire and train new workers.

Another strategy to improve human capital Collins et al, (2001), is to directly increase the education and exposure within the existing workforce. This can be done through in house training or access to continuing education through tuition fee reimbursement programs. Firms can also increase specialized knowledge or skills through the use of performance appraisals to identify needed knowledge, skills and attitudes (KSAs) and implement development plans designed to improve those key result areas.

McGregor of ACCEL-Team (2005) believed that people want to learn and that work is their natural activity to the extent that they develop self-discipline and self-development. They see their reward



not so much in cash payments but in the freedom to do difficult and challenging work by themselves, for man's behavior is seen as dominated by his unsatisfied needs. He is a perpetually wanting animal, for when one's need is satisfied, he aspires for the next higher one. This is therefore seen as an on going activity in which the man is totally absorbed in order to attain perfection through self-development.

Furthermore, training is an investment in human resources and exceptional training can be a source of sustainable competitive advantage. Intensive skills training improve the current level of employee productivity (ACCEL-Team, 2005).

In this environment, greater attention is paid to the management and development of human resources within firms. Education and training are seen as important investment for improved prosperity for both firms and individual workers. Human resource management policies such as workplace training, variable pay and employee involvement have an important role to play in facilitating change. New technology requires new skills and workplace training provides employees with the necessary skills. Firms need to adapt to changing markets, job rotation, flexible job designs. Work teams give firms the necessary flexibility in their



production process. Firms use human resource management practices as strategic tools to achieve objectives such as cost reduction and product development (Leckie et al 2001).

The decision to train arises from a number of reasons based on evidences from a series of case studies. Betcherman et al (1997) conclude that much of the workplace training occurring in Canada is of an event-triggered or episodic nature. Factors such as organizational and technological change increase the demand for high skilled workers. This in turn increases the need for workplace training. As the demand for skills arise, the supply of workers must react accordingly.

Though formal education provides the foundation for human capital, workers must also continuously keep those skills current in the face of pervasive technological and organizational change and product innovation. When introducing change, employers must also provide for the upgrading of their workers' skills to facilitate adjustment to the new environment.

With regard to job satisfaction and training, Betcherman (1997) found that the percentage of employees who were very satisfied in their jobs was greater among those who participated in workplace training than those who did not. Also, employees who



reported that the training they received was about right for the demands of their jobs were more likely to be very satisfied than those who said that the training was too little or too much for the demands of their jobs.

In summary, Bagano (2000) concludes that recruitment from within, increases the general level of morale of employees who feel that there are avenues for their promotion or transfer instead of their being locked up in dead-end jobs. Because morale is heightened, their preparation for the eventualities of promotion or transfer is encouraged. External recruitment is only done when positions whose job specifications cannot be met by existing personnel or when the organization plans to expand the present personnel set up.

Performance Appraisal

Performance is defined as the outcome of work performed by an individual which, can be measured from the tangible work accomplished (quantity), the time consumed to finish work (time) and the quality of results (quality). Productivity is directly accomplishing the end results (Cawilan, 1997).

In the past, complacency was palpable in all echelons of the employee force because regardless of performance, they got one



month midyear bonus. The so-called merit increase were given across the board to all management staff with not even a remote link to performance. Job classification was obsolete and the higher management levels, it was non-existent. Recently, a new Performance Management System was installed and merit increases and promotions were linked to performance. The subliminal message sent was “shaped up or be shipped out”, and a few were shipped out indeed afterwards (Martires, 2000).

According to Andres (1991) as cited by Calimag (2004) a well-developed and systematic performance appraisal and maintenance system can serve management in many ways. It can be a tool to discover employees “weaknesses”, to stimulate employees to continue improving themselves; to spot certain talents or abilities of employees which may have been overlooked in the course of the employees’ regular work and to assist management in assigning work in accordance with their employees’ abilities.

Tudcor (2000) found that employees in both public and private sectors emphasized intrinsic factors in deriving satisfaction from their work. Public employees value factors such as relations



with co-workers, better working conditions, organizational policies that are significantly higher than in the private sector.

Davis and Newstrom (1989) postulated that in the performance-satisfaction-effort loop, the sequence is that better performance typically leads to higher economic, sociological and psychological rewards. If these rewards are perceived as fair and equitable, then improved satisfaction develops because employees feel that they are receiving reward in proportion to their performance. If rewards however, are seen as inadequate for one's level of performance, dissatisfaction tends to rise. The implication for management is to devote its efforts to aiding employee performance, which will likely produce satisfaction as a by product.

According to Buen (1979) the relationship between personal and work related variables such as job satisfaction, work motivation, perception of the sensibility of the organizational reward system, ability for the job, and tenure to job performance is directly affecting job performance of electric company employees.

Factors such as economics, (good salary, permanent status of appointment, sufficient benefits and incentives, good opportunities for promotion, job tenure), social factors among



others which include harmonious working relationship with superiors, peace and order situation, good place of assignment, time schedule affect the job satisfaction and performance of agricultural technologists in the Cordillera (Sarrano, 1993).

Egente (1982) also found that conducting training programs to employees were directed towards achieving increased productivity of employees, improved effectiveness and efficiency. Banks prefer on the job trainings, seminars, workshops, job rotation and conference methods.

The promotion of an employee to a better job is based in terms of greater responsibility, more prestige or status, greater skills and increased rate of pay or salary. Better hours, better location and working conditions also characterize the better job to which an employee seeks promoting. But if the job does not involve greater skill and responsibility and the employee does not receive higher pay, then the same employee is moved to seek for a higher level position outside the organization (Martires, 2000).

Rewarding people for good performance and loyalty in the form of promotion boosts employee morale and encourage the employees to render to the company the best service they are



capable of. Promotion is considered to be one of the motivational tools of management (Sison, 1981).

Further, Sison adds that promotions are effective motivating actions and that they afford satisfaction to the average individual in his desire to develop, advance and improve his status. In addition, people will work harder if they know this will lead to a promotion on their part. Most employees have a desire to move higher. They want the higher pay that accompanies a promotion in order to achieve better standards of living.

The shift of attention and consideration by organizations from activities that have direct bearing only on the material and financial resources of its various functions to enhancement of human resources is a worth noting phenomenon in the 1990's. This indicates their awareness of the significance of people in the total quality management enterprises. Three of these important components are career, time and stress-free health (Martires, 2000).

Career management is the pathing, planning and development of one's work schedules and activities in relation to the individual's abilities, skills, competencies and with the



assistance of management in order that employees can take greater job and personal responsibility in the future.

The organization helps each individual to collect information about self, develop realistic life and work goals that must satisfy self values, needs and want and formulates these into action plans to achieve these goals while pursuing organizational goals". This is a life long process by which a person can efficiently and effectively develop and pursue realistic and challenging goals that enables him to become the person he wants to be (Martires, 2000).

An organization that does not manage the career of its employees would tend to lose its more ambitious and better skilled employees to other organizations. For people, it is career growth than compensation that provides satisfaction (Martires, 2000).

Tudcor (1998), confirms previous findings that compensation, nature of work, opportunity for advancement, good working environment and fringe benefits affect the performance of the workers in the DSWD. Hence, personnel management is trying many methods to improve job satisfaction and the work environment. Some of the more promising ones are: matching abilities of employees and the job through better selection and placement process; improving on work schedules, giving more



recognition to individual employees and using better motivational methods.

The above cited literate have direct relevance to the study at hand as all directly or indirectly have implications to improving the quality of work in any agency.

Conceptual Framework

The success of any agency or organization whether a government or a private entity is dependent on how well its human resources implement the goals and objectives of the agency or organization. In a bureaucratic organization like some of those in the Philippine government, success is measured by how well the human resource manager makes use of the people in the organization.

The schematic diagram of the study is reflected in Figure 1. The independent variables included the four function areas of Human Resource Management, namely: personnel selection; career training and development; welfare benefits and services; and performance appraisal. These encompass majority of the basic activities of HRMs in both government and non-government agencies. Activities under these functions are also easily identified, thus regarded more observable and measurable.



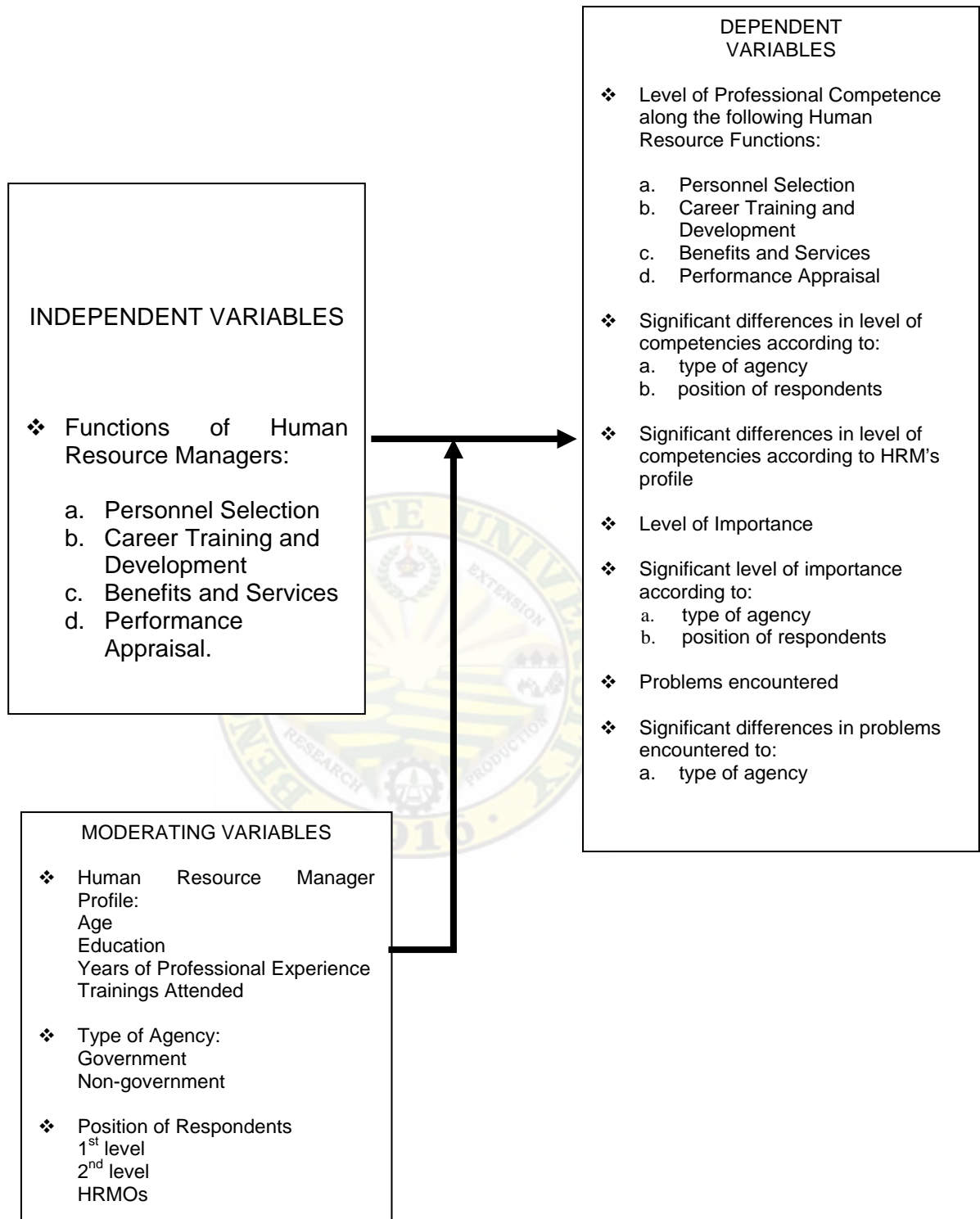


Figure 1: Schematic Diagram of the Study



The dependent variables were the level of professional competence of human resource managers in some selected government and non-government agencies along the function of personnel selection, career training and development, welfare benefits and services, and performance appraisal. The problems encountered by the HRMs were also part of the dependent variable.

Included in the moderating variables were: the type of agency where these HRMs work which is either a government or non-government and position of respondent either 1st , 2nd level or HRM were also considered. Factors such as: age, education, years of professional experience and trainings attended were also part of the moderating variables.

Age may have a bearing on one's maturity level, energy and decisiveness which may in turn affect his/her manner of doing his/her duties. Education may define one's learning experiences and the way by which a person gains theoretical knowledge and his educational preparation may in some way affect his performance in a given job Trainings are opportunities to upgrade one's knowledge and competence.



The expected output were the level of professional competence of HRMs of some selected government and non-government agencies along the functions of personnel selection; career trainings and development, welfare services and benefits and performance appraisal.

Definition of Terms

The following terms were defined as used in the study.

Professional Competence. This refers to the educational qualification, training and experiences possessed by a human resource manager. Specifically in this study, this refers to the expertise, mastery of skills, knowledge and techniques possessed by a human resource practitioner in his/her work as measured by given indicators.

Personnel Selection. This is a function of a human resource manager denoting the movement or progress of personnel. In this study, personnel selection includes appointments which are original, initial, promotion, transfer, re-employment, re-appointment, reinstatement, upgrading or reclassification (Dessler, 1997)

Welfare and Benefits. These refer to the rewards provided by employers to their employees as mandated by laws and regulations or as provided voluntarily by the agency. These include



leaves, loans, health care, retirement, insurance, cash incentive, etc.

Training and Development. This refers to any activity initiated to foster learning and improve the knowledge, skills and activities of individual employees or as a group. It includes workshops, seminars, conference, study tours, etc. In this study, trainings are classified as (HRD, 1999):

1. Character Building Programs which help participants see, think, and act more effectively in order to get better results, create long term relationships and accomplish the most meaningful goals. Examples are, values orientation, moral recovery program etc;
2. Expertise Building Programs which provide the participants activities that improve their specific technical competencies, increase organizational productivity and performance. Examples are personnel management courses, leave administration course for effectiveness, etc;
3. Leadership and Management Programs which provide participants with comprehensive range of tools for their multifaceted roles as planner, coach, facilitator thus enhancing their management effectiveness and overall



leadership potential. Examples are supervising development course, interaction management etc; and

4. Total Quality Programs which aim to give participants the knowledge and skills to increase productivity, improve service quality and build high involvement in the workforce. Examples are productivity techniques, total quality management forum, etc.

Performance Appraisal. This refers to the formal, structured system of measuring and evaluating the employee's related behavior (Schuler, 1981). This is done periodically depending on the agency's prescribed rating period.

Career Management. It is both an individual and organization's program of planning, pathing and development of present and future work activities which would fit one's abilities, skills, competencies and aspirations.

Career. This is a perceived sequence of attitudes and behaviors associated with work related experiences and activities over the persons' life span.

Human Resource Manager. He/she is an individual authorized by the head of agency to assume the responsibility for the development of a comprehensive and balanced personnel



systems and programs designed to promote morale, integrity, efficiency, responsiveness, progressiveness and courtesy; in the implementation of personnel management programs (CSC Personnel Officer's Manual)

Age. This refers to the number of years a person lived since birth. In this study, it is classified as: a) 20-29 years; b) 30-39 years; and c) 40 years old and above.

Education. It is a formal mode of learning leading to a degree. In this study, it is classified as:

1. Educational Attainment which includes the baccalaureate degree; master's degree holder; and doctorate degrees.

Years of Professional Experience. This refers to years in service in the agency either in NGA or GA which are human resource related and categorized as: less than 5 years; 5-10 years; and more than ten years.

Trainings Attended. These are to the number of capability buildings/seminars undergone by participants.

Type of Agency. It is any organization, institution, corporation, business entities both government owned or privately owned



Position of Respondent. This refers to the place in the agency as defined by the job description and compensation received.

Problems. These are the difficulties and challenges met and faced by Human Resource Managers in relation to the four areas of concern, namely: personnel selection, career training and development, benefits and services and performance appraisal

Job rotation. This is the process of systematically moving workers from one job to another in an attempt to minimize monotony and boredom

Cross posting. It involves geographical transfer of an individual from one area to another, occupying the same position

Hypotheses of the Study

This study tested the following hypotheses:

1. There is no significant difference in the level of competence of human resource managers;
2. There is no significant difference in the level of competence of human resource managers along identified functions along:
 - a) Type of agency
 - b) Position of respondent



3. There is no significant difference in the level of professional competence of the human resource managers in terms of:

- a) age
- b) education
- c) years of experience
- d) trainings attended

4. There is no significant difference in the perceived level of importance of given functions;

5. There is no significant difference in the perceived level of importance of given functions when compared by:

- a) type of agency
- b) position of respondent

6. There is no significant difference in problems encountered when compared according to:

- a) type of agency



METHODOLOGY

This study presented the methods and procedures used in this study. It includes the locale of the study, the respondents, the instrument used to gather data, the data gathering procedure, statistical treatment of the data.

Locale and Time of the Study

Most Regional Offices of the Cordillera Administrative Region are found in the City of Baguio and La Trinidad of Benguet. These areas were the places where the study was conducted (Figure 2).

The province of Benguet came into the cultural mainstream of the Philippines retaining its ethnicity apart from the rest of the Philippine Islands. It lies at an elevation between 3,000-8,000 feet. Benguet covers an area of 2,616 square kilometers spread nearly entirely over the Grand Cordillera eastward, the line peaks and ridges of the Polis range and southeastward into the Caraballo mountain.

Benguet is peopled by two major ethno linguistic groups: the Kankanaeys, who inhabit the north and northwest and the Ibalois, the south and southeast. A lesser group called the Kalanguyas, sometimes called Ikalahans, inhabit a strip along the Polis Range in the east. There is another tiny group called



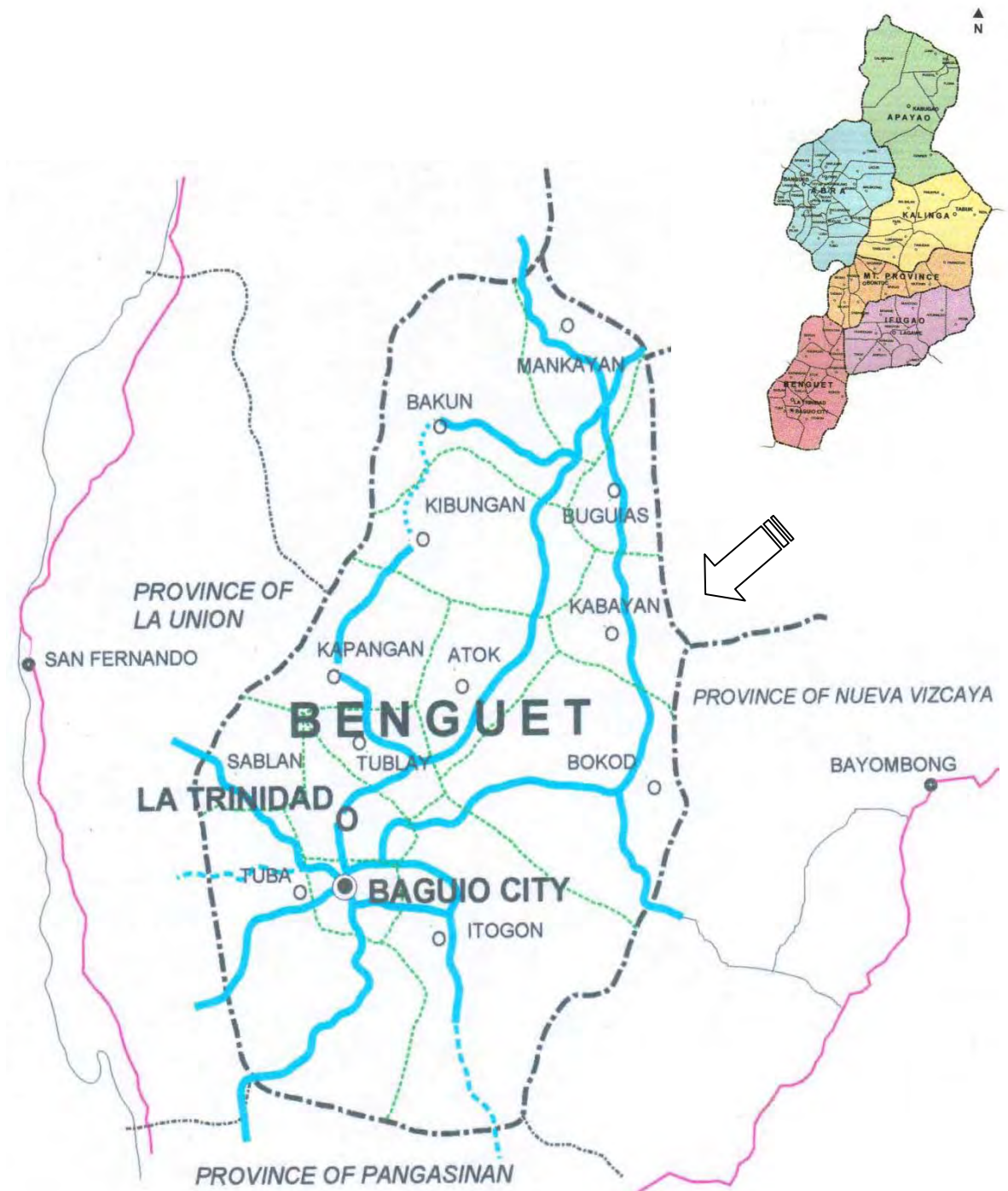


Figure 2: Map Showing the Locale of the Study



Karaos who inhabit a village of that name in the Agno Valley in the town of Bokod, (A Travel Guide to Benguet Province, 2001)

Baguio City, known as the City of Pines is situated 5,200 feet above sea level on a central plateau at the populated edge of the great Cordillera Range. It is the modern heart of the highlands, the gateway to the maintain “sky world” and much loved retreat with cool weather and wonderful mountain.

Baguio City is situated within Benguet Province and is the lone city in the entire region of CAR. It has a land area of 57.49 square kilometers and a perimeter of 30.98 kilometers on a flattened peak of the Mountains of Benguet. It has 129 barangays. It is bounded on all sides by the different municipalities of Benguet, on the north by the capital town, La Trinidad, to the west by Tuba, on the east and south by Itogon.

This research was conducted from June 2006 to February 2007.

Respondents of the Study

The respondents of this study were 45 HRMs and 90 employees representing 1st and 2nd level employees of 30 selected government agencies and 15 non-government agencies of Baguio City and Benguet (Table 1).



Table 1: Profile of Respondents

PROFILE	f	%
<u>Type of Agency</u>		
Government Organizations (GOs)	90	67
Non-Government Organizations (NGOs)	45	33
<u>Position of Respondents</u>		
HRM	45	33
1st Level personnel	45	33
2nd Level personnel	45	33
<u>Age of HRMs</u>		
20-29	2	4
30-39	16	36
40 and above	27	60
<u>Educational Attainment of HRMs</u>		
Baccalaureate Degree	22	49
Masters Degree	20	44
Doctorate Degree	3	7
<u>Years of Experience of HRMs</u>		
less than 5 years	18	40
5 to 10 years	13	29
more than 10 years	14	31
<u>Trainings Attended by HRMs</u>		
1 to 11	19	42
12 and above	26	58
TOTAL	135	100



The table shows a total of 135 respondents with 90 (67%) from the GAs and 45 (33%) from the NGAs. There 45 respondents each from the 1st and 2nd level staff and 45 respondents also from the HRMs.

With regard to age of the 45 HRMs, majority (60%) of were in the 40 and above age range, followed by 30-39 range (36%) and 4% with ages from 20-29.

In terms of educational attainment, 49% of the HRMs had baccalaureate degrees. This is closely followed with masters degrees (44%) and only 7% with doctorate degrees.

For years of experience, majority (40%) of the respondents have less than 5 years experience, followed by 31% with more than 10 years and 29% with 5 to 10 years experience

Reflected also in the table are the number of trainings attended in areas of Character Building, Expertise Building, Leadership and Management and Total Quality Programs, which are essential in the holistic development of an HRM to better discharge their functions. The table shows that majority of the HRMs (58%) attended 12 or more trainings while 42% were able to attend 1 to 11 trainings comprise.



Instrumentation

The primary research tool used in this study was a structured questionnaire to determine the self evaluation of the human resource managers on the level of their professional competence (Appendix E). Also, a different structured questionnaire was administered to representatives from the 1st and 2nd level positions (Appendix D).

The questionnaires were divided into three parts. The first part dealt with the personal profile of the respondents. Variables included the name of the respondents (though this is optional) type of agency and level of position.

Age, education, professional experience in human resource and trainings attended were included in the questionnaires for the HRMs.

Part II measured the professional competencies that human resource managers possess in the areas of personnel selection, career training and development, benefits and services and performance appraisal. Under each function were duties and responsibilities of Human Resource Managers. Corresponding to each indicators described are numerals in which respondents were instructed to encircle the number corresponding to their personal assessments. The numerals have the following meanings:



5- very high (VH): The competence level 96% to 100% every time the role is performed.

4- high (H): The competence level is 76% to 95% every time that the role is performed

3- moderate (M): The competence level is 51% to 75% every time the role is performed

2- low (L): The competence is 50% or less every time the role is performed

1- not competent (NC): The respondent is not at all competent every time the role is performed

NA- not applicable (NA): The respondent does not perform the role at all.

With regard to the perceived level of competencies of HRMs the four identified functions, the respondents were also asked to encircle the number that corresponds to their answer, with choices being:

5 – very high (VH): The function is 96% to 100% important to me

4 – high (H): The function is 76% to 95% important to me

3 – moderate (M): The function is 51% to 75% important to me

2 – low (L): The function is 50% or less important to me

1 – not important (NI): The function is not at all important to me

The last part consisted of items regarding the problems encountered by the HRMs in the performance of their functions.



The HRMs determined how the given problems affect their level of competence. The 5 choices are as follows:

5 – very high (VH): The problem affects competence by 96% to 100%

4 – high (H): The problem affects competence by 76% to 95%

3 – moderate (M): The problem affects competence by 51% to 75%

2 – low (L): The problem affects competence by 50% or less

1 – not a problem at all (NP)

Data Gathering Procedures

After the constructed questionnaires were approved, the researcher approached the HRMs, 1st and 2nd level employees to personally administer the questionnaires and gave an overview, purpose and importance of the study. Clarifications were also given on how to answer the tool. A period of four months was needed to get the needed data, since the researcher has limited time during the week to float the questionnaires herself.

There were 185 questionnaires reproduced for the study, but only 135 were properly accomplished and considered for the study.

There were only 15 NGOs that were willing to be included in the research, the reasons stated for non-willingness were confidentiality of HRM procedures being implemented and lack



of HRM section, since this is also included as function of the owner to smaller organizations. For GOs on the other hand, they were very accommodating since the researcher is from the public sector and a member of the Regional Council of Personnel Officers (RCPO), the organization of HRMs in the public sector.

Statistical Treatment of Data

The responses were tallied and tabulated using the Statistical Package for Social Sciences (SPSS). To describe the data and to verify if the hypotheses of the study are accepted or rejected, the appropriate statistical tools were employed.

Data were subjected to computations using frequency counts, percentage, computation of mean scores and ranking. Inferential statistics like one way classification through the analysis of variance (ANOVA) were used to test the hypotheses. The F-test and t-test were also used to test the significance of differences.

To obtain the computed F-value, this formula was used:

$$F_c = \frac{MS_{\text{BetweenGroup}}}{MS_{\text{WithinGroup}}}$$

To obtain the computed F-value, the following preliminary computations were done:



1. Sum of Squares:

$$\text{Correction Factor} = CF = \frac{Y^2}{N}$$

$$\text{Total Sum of Squares} = \sum \sum Y_y^2 - CF$$

$$\text{Between Group Sum of Squares} = \sum \frac{Y_i^2}{n_i} - CF$$

$$\text{Within Group Sum of Squares} = (\text{Total Sum of Squares}) - (\text{Between Group Sum of Squares})$$

2. Degree of Freedom

Total df = n-1 (df means degrees of freedom, n is the total number of respondents)

Group df = p-1 (p is the number of groups under comparison)

Error df = $\sum (n_i - 1)$ (n_i is the number of respondents in the i^{th} group)

3. Mean Squares

$$MS_{\text{BetweenGroup}} = \frac{\text{BetweenGroupSum of Squares}}{(p - 1)}$$

$$MS_{\text{WithinGroup}} = \frac{\text{WithinGroupSum of Squares}}{\sum (n_i - 1)}$$

4. Computed F-value

$$F_c = \frac{MS_{\text{BetweenGroup}}}{MS_{\text{WithinGroup}}}$$

Where:

Y_i = total of the i^{th} group

\bar{Y}_i = mean of the i^{th} group = Y_i / n_i

$Y_{..}$ = grand total

$\bar{Y}_{..}$ = grand mean = $Y_{..} / n$



Under the null hypothesis, the quantity $\frac{MS_{\text{Between Group}}}{MS_{\text{Within Group}}}$ has an approximate value under the F-distribution. Thus, the null hypothesis is rejected if $F_c \geq F_a (T_{\text{Trt df, Error df}})$; otherwise it is accepted.

The criterion point for the acceptance and rejection of the hypotheses was at 0.10 level of significance.



RESULTS AND DISCUSSION

This section presents a discussion of the perceptions of the respondents regarding the level of professional competence of the Human Resource Managers (HRMs) in selected government and non-government agencies in Baguio and Benguet.

Level of Professional Competence of Human Resource Managers in identified functions

Table 2 focuses on the level of professional competence of HRMs in four identified major functions: personnel selection, career training and development, employee welfare and benefits, and performance appraisal.

Table 2 shows the ranking of the functions. Personnel selection (rank 1), employee welfare and benefits (rank 2), performance appraisal (rank 3) with adjectival ratings of high while career training and development (rank 4) was rated as moderate.

The high assessment means that the competence level of the HRMs is 76% to 95% every time they performed their roles in personnel selection, employee welfare and benefits and performance appraisal, while a moderate level of professional



Table 2: Level of professional competence of HRMs in identified functions

FUNCTIONS	WEIGHTED MEAN	ADJ. RATING	RANK
1. Personnel Selection	4.07 ^a	High	1
2. Career Training and Development	3.49 ^d	Moderate	4
3. Employee Welfare and Benefits	3.89 ^b	High	2
4. Performance Appraisal	3.82 ^c	High	3
Overall Mean	3.82	High	

The letters tell that while the 3 high are so, each is significantly different from each other

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The competence level is 96% to 100% every time the role is performed
4	3.51 – 4.50	High (H): The competence level is 76% to 95% every time the role is performed
3	2.51 – 3.50	Moderate (M): The competence level is 51% to 75% every time the role is performed
2	1.51 – 2.50	Low (L): The competence level is 50% or less every time the role is performed
1	1.00 – 1.50	Not Competent (NC): The respondent is not at all competent every time the role is performed

competence means that their competence level in relation to career



training and development was only 51% to 75% every time this function is performed. The overall mean (3.82) shows that the level of competence of HRMs is generally high. A post hoc test however showed significant differences in the level of perceived competencies.

Comparatively, the respondents were most competent in personnel selection (4.07) in terms of preparing and updating plantilla of personnel, developing and maintaining merit promotion plan and system of ranking positions, developing agency recruitment program, evaluating qualifications of applicants and preparing short list of applicants, participating in personnel selection and deliberation, and preparing and submitting appointment documents.

The high level of professional competence of HRMs in personnel selection adheres to what Williams (2002) cites that when an organization adopts a strategy of achieving superior performance through the work force, it will need the right people in the right places. In doing so, organizations should use imaginative selection technology.

Moreover, such high level of competence in personnel selection manifests what the Human Relations Program Office



(HRPO, 1997) study found that a competency-based selection predicts superior job performance. Consideration of this is that selection process can serve as a tool that can help interviewers distinguish likely superior performers from likely average performers. People who are well-matched to their jobs in terms of both skills and temperament tend to remain in their jobs longer than others. After all, recruitment or promotion requires that an assessment of the present and future needs of the organization be compared with present resources and future predicted resources.

On second rank is the perceived level of competence (3.89) which is on employee welfare and benefits. This refers how well the organization satisfies the needs of its staff in preparing payroll/salary vouchers, preparing certificates (salary received, appearance, employment, etc.), processing leave applications and claims (monetization, terminal, maternity, etc.), preparing notices on salary adjustment, processing retirement / separation claims, coordinating with other offices on provision of other benefits (bank loans, housing, etc.), developing and maintaining up to date employee incentives & awards services, providing counseling services, and preparing reports on leaves, absences, tardiness, as well as updates personnel records.



The high competence level accedes to what ACCEL-TEAM (2005) advises that to retain good staff and to encourage them to give their best while at work required attention to the financial and psychological and even physiological rewards offered by the organization as a continuous exercise. Attention to the mental and balanced well-being of employees is normal in many organizations as a means of keeping good employees and attracting others. These are done in varied ways, from soft loans and to counseling with respect to personal problems. Deeper concerns for the workforce from higher ups is, indeed, a plus factor that motivates employees to give their best to the productivity of the organization.

The HRPO Project (1997) has also found that a formal recognition and rewards program will validate current practices at the institute, Recognizing and rewarding employees benefit both the employee and the employer, since the benefits come in terms of lower stress, lower absenteeism and others. The resulting improvement in morale among employees leads to greater productivity.

Gould-Williams (2002), on the other hand, stated that workers should be appropriately and equitably rewarded for their effort. He adds that when employees see that the management



team are the ones benefiting from their diligent efforts, they become discouraged.

Professional competence in performance appraisal of HRMs ranked third (3.82). The primary goal of a performance appraisal system is to generate accurate and valid information regarding the behavior and performance of members of the organization (Feldman 1983) as cited by Canave, 2000. Performance Appraisal in this study includes developing and maintaining up to date performance evaluation system, assisting supervisors and subordinates in accomplishing action plans and rating forms, facilitating performance review, analyzing employees performance, monitoring the submission of performance appraisal reports, reviewing performance appraisal reports, recommending the use of performance rating in promotions, salary increase, training, etc., maintaining records of performance reports.

The table manifests some close relationship to what Calimag (2004) cites that a well-developed and systematic performance appraisal and maintenance system can serve management in many ways. It can be a tool to discover employees' weakness, to stimulate employees to continue improving themselves, to spot certain talents or abilities of employees which may have been



overlooked in the course of the employees' regular work and to assist management in assigning work in accordance with their employees' abilities. This entails working with top management and employees to determine the actual course and motivates them to solve it.

As cited by Canave (2000), lack of confidence in the appraisal method used and fear of an employee's reaction of his assessment makes many managers reluctant to institutionalize performance appraisal. A good HRM however, should provide performance feedback to employees in a way that it should elicit positive behavioral response.

The last in the ranking is career training and development (3.49) with an adjectival rating of moderate which means that the competence level is 51% to 75% every time the role is performed.

The respondents considered the HRMs average in terms of career training and development which specifically involves preparing a comprehensive training and development plan, conducting orientation programs for new employees, conducting character building programs, utilizing alternative strategies such as job rotation, OJT, coaching, coordinating with training institutions,



and providing access to scholarships and other advancement opportunities.

Personnel Training and Development programs have been used by many successful private companies as a way of ensuring a ready pool of labor within the organization.

According to the HRDPI (1997), the key to individual and team development is training. The characteristics of successful organizations include budgeting training expenses and releasing individuals to attend training sessions, providing centralized care training appropriate to the job and providing training specifically tailored to the needs of the team.

Another strategy to improve human capital is to directly increase the education and exposure within the existing workforce. This can be done through in-house training or access to continuing education through tuition fee reimbursement programs Collins (2001).

The ranking of functions implies that the HRMs are focused in personnel selection, welfare and benefits and performance appraisal but not so much in training and development. This is perhaps due to the new laws and guidelines being issued by the different governing entities. Further, with the intensive mechanisms



of the Civil Service Commission (CSC) to accredit agencies, HRMs become aware of the requisites in order to pass, like presence of a sound records management which includes completeness, up to dateness, authenticity and organization of basic personnel mechanisms like Merit Promotion Plan (MPP), System of Ranking Positions, Plantilla of Personnel, Grievance Machinery, Qualification Standards and Performance Evaluation System. One of the advantages of an accredited agency is the delegation to take final actions on appointments by head of agency. With the increased responsibility of the HRMs, it is likewise that they should increase their awareness not only in the three areas.

On the other hand, with a training section in the organizations, capability building is no longer with the HRMs, thus the moderate level of competence in this area. The employment and development of human resource is achieved by planned employment to enable employees to acquire the knowledge, skills and attitudes required of them to perform work effectively. This includes direct experience of various situations and by formal courses.

The responsibility of an organization is similar to that of a good teacher in creating the right climate for growth and providing



opportunities for the self-development of its employees in order to go up the career ladder.

And like a teacher, one has to have the necessary skills and knowledge in order to teach confidently. Thus, HRMs have to be competent in all of their functions for them to help in guiding an individual towards his/her appropriate career path.

With the foregoing, we therefore reject the null hypothesis along the 4 functions.

Competence and Variables Related to the Job

This section discusses the findings in line with the level of competence of HRMs and variables like type of agency and position of respondents.

Competence and Type of Agency

Table 3 presents the level of professional competencies of HRMs in four identified functions according to type of agency. The two types of agencies used in this study are the government (GA) and non-government (NGA).

The table shows that generally, HRMs of government agencies (3.92) are more competent than those from the



Table 3: Level of professional competencies of HRMs in identified functions according to type of agency

FUNCTIONS	TYPE OF AGENCY		t-value	prob.
	GA	NGA		
1. Personnel Selection	4.06	3.88	1.31 ^{ns}	0.19
2. Career Training and Development	3.60	3.31	2.02*	0.04
3. Employee Welfare and Benefits	4.06	3.57	4.10***	0.00
4. Performance Appraisal	3.95	3.57	2.95***	0.00
Overall Mean	3.92	3.58		

ns - not significant * - significant at ∞ 0.10 ***-highly significant

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The competence level is 96% to 100% every time the role is performed
4	3.51 – 4.50	High (H): The competence level is 76% to 95% every time the role is performed
3	2.51 – 3.50	Moderate (M): The competence level is 51% to 75% every time the role is performed
2	1.51 – 2.50	Low (L): The competence level is 50% or less every time the role is performed
1	1.00 – 1.50	Not Competent (NC): The respondent is not at all competent every time the role is performed



NGAs (3.58). Specifically, those from the GAs (4.06) are more competent in the functions of employee welfare and benefits compared to the NGAs (3.57) with a t - value of 4.10, which shows a highly significant difference. This is also shown in the performance appraisal with GAs having a better competence (3.95) compared to the NGAs (3.57) with a t - value of 2.95 (highly significant). For career training and development, the GAs competence of 3.60 compared to the NGAs of 3.31 shows a significant difference with a t - value of 2.02.

Categorically, the GAs perceived that HRMs have better competencies than those in the NGAs, thus the rejection of null hypotheses for the three functions. This could be due to the fact that government agencies have better financial capabilities compared to their non-government counterpart for the implementation of the functions. Financial capability has a great impact in carrying out of activities and programs of any organization.

With intensive information dissemination on the rights of government employees, they are aware of what they are entitled to. This is one of the mechanisms of transparency of the government today. That is, while giving importance to the output of staff,



performance appraisal has to be strictly implemented. Agencies of the government are given uniform forms to fill up to assess their accomplishment for the period like the Performance Evaluation System (PES), Performance Contract (PC) and Performance Appraisal Matrix (PAM) which are reflects employee outputs. These assessments could be the basis for coursing a career for the individual in the organization.

The non significant difference in personnel selection for both organizations is explained by the fact that there are government agencies that monitor GAs and NGAs. Further, this implies that both organizations have institutionalized procedures to follow in relation to personnel selection.

In a study made by Williams (2002), a rigorous selection process not only provides the right people, but has a positive psychological effect, since newly recruited or promoted employees have undergone the rigorous process and more likely to feel part of an elite organization.

In addition to recruitment, selective screening practices that increase the amount of relevant information gathered permit firms to identify and hire employees with stronger personalities, knowledge and abilities (Collins, 2001).



The main and ultimate goal of career management is to let the individual aware of himself – his strengths, weaknesses and aspirations and to match these with career goals. It is through career management that an individual moves forward racing with himself and others in the work setting (Martires, 2000).

Career management is considered to be a life long processes by which a person efficiently and effectively develops and pursues realistic and challenging goals that enables individuals to become what they want to be.

A competent HRM therefore is instrumental in career pathing of individuals, since performance appraisal is one of their functions.

The null hypothesis for personnel selection is accepted but rejected in career training and development, employee welfare and benefits and performance appraisal.

Competence and Position of Respondents

Table 4 shows the level of professional competencies of human resource managers in the identified functions according to position of respondents. There are two groups of respondents: first level and second level. The first level of respondents belong to Salary Grades 1 – 9 and the second level are those with salary grades 10 and above.



Table 4: Level of professional competencies of HRMs and functions according to position of respondents

FUNCTIONS	POSITION OF RESPONDENTS		t-value	prob.
	1st Level	2nd Level		
1. Personnel Selection	3.95	4.09	0.98 ^{ns}	0.33
2. Career Training and Development	3.42	3.64	1.50 ^{ns}	0.14
3. Employee Welfare and Benefits	3.82	4.02	1.56 ^{ns}	0.12
4. Performance Appraisal	3.17	4.03	2.39 ^{***}	0.02
Overall Mean	3.59	3.95		

ns – not significant * - significant at ∞ 0.10 *** - highly significant

The overall mean (3.95) shows that the 2nd level employees perceived that HRMs have higher level of competency along the four functions as compared to the perception of those in the 1st level (3.59). The table also shows that along personnel selection, 2nd level employees (4.09) perceive that the HRMs are more competent along this function as compared to those in the 1st level (3.95). The difference however was not significant with a t-value of 0.98.

For the function career training and development, the 2nd level employees perceive that the HRMs are more competent



(3.64) than the 1st level employees (3.42), but the difference is not significant with a t-value of 1.50.

When compared along the function of employee welfare and benefits, the HRMs are perceived to be more competent by the 2nd level employees (4.02) as compared to the 1st level employees (3.82). While this is so, the difference in the perception is not significant based on the t-value of 1.56.

On the other hand, it is along performance appraisal that shows a high significant difference with a t value of 2.39, where 2nd level employees perceive the HRMs to be more competent (4.03) as compared to the perception of the 1st level employees (3.17).

The significant difference exists perhaps because it is mostly the 1st level group who are strictly assessed by the 2nd level and the assessment ends when they are scored. Thus, the 1st level employees are not very appreciative of performance appraisal.

This finding is contrary to what Canave (2000) stated that the HRM of the agency is responsible in assisting employees and supervisors in the accomplishment of target worksheets and rating forms, and assists the management in analyzing performance ratings to identify the strength and weakness of each employee, which can be used as basis for personnel movements later on.



Moreover, it could also be the basis in finding out the cause of a bad performance and help them come up with solutions, as well as to motivate staff to continue their good performance, as long as managers and staff communicate.

Gould-Williams (2002) adds that communication is regarded as an essential factor in achieving enhanced performance through the work force. Also, if greater employee identification with the organization is to be elicited, then communication is essential so that employees are made aware of the relationships between cost of profit, performance and prospects. This is one way by which they can appreciate how their interests and those of the company are related.

As the DSWD manual on Career Planning and Development (2004) states, blending employees' career goals and the Department's organizational needs requires the integration of various HR activities. In relation to this, Kim (1985) mentions that there are impressive evidence that care taken to mesh individual career planning and organization planning pays off in increase productivity, deeper job satisfaction and higher retention of employees. This is a result of good matching of individual career goals with the right organization opportunities. People with



successful careers have the propensity to place more value in teamwork, interdependence and enterprise success than in individual effort.

An organization that does not manage the career of its employees would tend to lose its more ambitious and better-skilled employees to other organizations.

Based on the findings above, the null hypothesis for the comparison for the perception of the level of competence of HRM between 1st and 2nd level employees along personnel selection, career training and development and employee welfare and benefits is accepted but it is rejected along performance appraisal, since the 2nd level staff perceive the HRMs to be more competent.

Competence Level and Variables Related to Selected Demographic Variables of Respondents

The following discussion will reflect the findings of the study on how the identified demographic profile of the HRMs affect their competence level.

Level of Competence and Age of Human Resource Managers

Table 5 shows the level of professional competence of HRM in the four identified functions when compared according to age.



Table 5: Level of professional competencies of HRM and functions according to age

FUNCTIONS	AGE OF RESPONDENTS			F-value	prob.
	20-29	30-39	40 & above		
1. Personnel Selection	3.83	4.09	4.10	0.11 ^{ns}	0.89
2. Career Training and Development	3.42	3.47	3.77	1.21 ^{ns}	0.30
3. Employee Welfare and Benefits	3.44 ^b	3.78 ^{ab}	4.21 ^a	3.17 [*]	0.05
4. Performance Appraisal	3.75	3.95	4.11	0.68 ^{ns}	0.51
Overall Mean	3.61	3.82	4.05		

ns – not significant * - significant at ∞ 0.10 *** - highly significant

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The competence level is 96% to 100% every time the role is performed
4	3.51 – 4.50	High (H): The competence level is 76% to 95% every time the role is performed
3	2.51 – 3.50	Moderate (M): The competence level is 51% to 75% every time the role is performed
2	1.51 – 2.50	Low (L): The competence level is 50% or less every time the role is performed
1	1.00 – 1.50	Not Competent (NC): The respondent is not at all competent every time the role is performed



There are three (3) age brackets to which the respondents belong to as used in this study. These are: ages 20-29, 30-39 and 40 and above.

Based on the overall means, those that belong to the 30-39 age group had an overall mean of 3.82 and those at 40 and above had an overall mean of 4.05 which shows that HRMs had a high level of competencies in all the four functions, while the youngest age group (3.61) perceived the lowest level of competency. This implies that as one grows older, the levels of expectation are relaxed.

Specifically, when compared according to personnel selection, those who belong to the 40 and above group attained a mean of 4.10 which shows that they are the most competent of the group, followed by the 30-39 age group (4.09) and then by the 20-29 group (3.83).

When compared according to career training and development, the study revealed that those in the 40 and above (3.77) age group are more competent than the 30-39 (3.47) and 20-29 (3.42) age groups respectively.



For performance appraisal, results show that the older group 40 and above (4.11) are more competent than the other age groups where 30-39 group got a mean of 3.95 while the younger group 20-29 got 3.75 mean.

When the level of competency is compared in the functions of personnel selection, career training and development and performance appraisal and age, statistical results show that although there are differences, these are not significant.

On the other hand, in the function employee welfare and benefits, the study found that a significant difference exists in the level of competency of the HRMs, where the 40 and above group (4.21) are more competent than the 30-39 group (3.78) and 20-29 group (3.75).

The significant difference could be attributed to the idea that generally, those who belong to the first age bracket (20-29) are new in the job and have not experienced sufficient welfare and benefits compared to those who are older. Being new in the job, they still have to be oriented in all the benefits which they are entitled to. Also, there is the notion that age has a bearing on one's maturity and decisiveness.



According to Erikson, those in their 35-65 years are in their generativity vs. stagnation stage of development. Since they were able to be involved with others without fearing a loss of identity, they can now think of society and other individuals. Care for others is an outstanding characteristic in this period and within an organization, could be reflected through the welfare and benefits of individuals (Moorhead, 1998).

Dessler (1997) revealed that younger, less qualified and lower cost workers are often given positions at the expense of older workers. Organizations saving on benefits such as retirement, settle for younger workers aside from the perception that younger workers are more dynamic, energetic and full of new ideas.

Related to this, Harris and Hartman (2002) noted the problems of the older employees in the United States who are protected by the Age Discrimination Act, which states that unfair treatment of workers 40 years of age and above is prohibited unless age can be established as a requirement for the job. On the other hand, the younger employees are seen as the anti-thesis of older workers in most respects thus opportunities for the younger workers are often seen as limited.



For Tudcor (2000), older workers like what they do regardless of the pay and other opportunities since they enjoy their work. Over time, they are more realistic in their expectation of their job and this maturation results in greater satisfaction. For younger workers, they always consider the rewards they get from a job like salary increase, benefits, promotions and advancement. Aside from rewards, the young ones expect a great deal of personal fulfillment from their jobs. They expect a chance to participate in decision-making of the company, to make a contribution, to express their self freely and to have a challenging job. If these expectations are not met, they are likely to be disappointed since they fail to find the responsibility they thought there is. And the best environments are focused on keeping workers satisfied.

Employees want to be treated as responsible, contributing adults, involved with the direction in which an organization is moving. They will have a sense of appreciation for jobs that are done well (Ramundo, 2000).

Hence, aggressive and knowledgeable organizations have put up programs that assist not only their management group but also their rank and file manage career, time and psychological health.



One impediment to the implementation of career management lies in some characteristics of the typical Filipino worker. He is usually mahiyain (shy) and matatakutin (fearful) to verbalize his aspiration. This happens usually when his supervisor is much older than he but whose professional qualifications are lower than his. The young, aggressive and ambitious individual poses a threat to the older one. To avoid conflict, the former stays on in the company with a silent and patient composure or looks for better and easier career paths somewhere else (Martires, 2000).

The challenge therefore for HRM practitioners is to keep the employees interested, motivated and involved as career goals and future plans are crafted. Employees who are satisfied with what they are getting from the job, whether it is the amount of pay, number of vacation days or personal fulfillment will work harder and give more than those who are not satisfied.

Based on the above findings, the null hypothesis for personnel selection, career training and development and performance appraisal is accepted but it is rejected along the function of employee welfare and benefits.



Level of Competence and Educational Attainment

Table 6 shows the level of professional competence of HRMs in identified functions according to educational attainment. There are three categories of educational attainment under which the respondents are classified: baccalaureate degree; master's degree; and doctorate degree.

The table shows that based on group means, those who have masters degree holders have the comparatively the highest perception of competency (4.02) and the least from the holders of doctorate degrees (3.57).

The Constitution states that appointments shall be made according to merit and fitness and not be made on the basis of an indiscriminate or whimsical method of friendship, kinship, partnership, social or political connections. This means that candidates must have the specified educational attainment, experience and eligibilities (Leveriza, 1990).

According to the Civil Service Commission, the educational qualification of an HRM is "a bachelor's degree relevant to the job." The standard does not specify that a background on human behavior is necessary for the position, although agencies may



Table 6: Level of professional competencies of HRMs according to educational attainment

FUNCTIONS	EDUCATIONAL ATTAINMENT			F-value	prob.
	BD	MD	DD		
1. Personnel Selection	4.13	4.08	3.75	0.21 ^{ns}	0.81
2. Career Training and Development	3.51	3.83	3.08	2.19 ^{ns}	0.12
3. Employee Welfare and Benefits	3.98	4.06	3.83	0.14 ^{ns}	0.87
4. Performance Appraisal	4.00	4.09	3.62	0.70 ^{ns}	0.50
Overall Mean	3.91	4.02	3.57		

BD - Baccalaureate Degree ns - not significant
 MD - Masters Degree * - significant at α 0.10
 DD - Doctorate Degree *** - highly significant

require a degree in relation to behavioral sciences, depending on what is written in the Merit and Promotion Plan of the Agency.

This is also the view of Sison (1991), that although no particular college degree or course of study is necessary to qualify as a HRM, he suggests that one who aspires for this position must have some background courses in personnel and industrial relations either through formal study or by attending seminars of conferences on the subject.



The research shows that although there are differences in the levels of competence of HRMs according to educational attainment, these are not significantly different, thus the null hypothesis is accepted. This further supports the findings in the previous table where age only has significant difference in the implementation of welfare and benefits. This implies that the younger HRM, although only have a baccalaureate degree have enough working knowledge secured from school. Further, it implies that while it may be that some have attained post baccalaureate degrees; this might not be in line with human resources.

The acceptance of the null hypothesis is perhaps attributed to the curriculum in the bachelor's degree in which basic subjects included are psychology, sociology and other related subjects, giving insights on the principles on understanding human behavior. This is coupled with the individual's interest, trainings and informal learning. Even without a masters or doctorate degree, one can still be a competent HRM.

Level of Competence and Years of Experience

Table 7 presents the level of professional competence of HRMs in identified functions according to years of experience.



Table 7: Level of professional competencies of HRMs according to years of experience

FUNCTIONS	YEARS OF EXPERIENCE			F-value	prob.
	0-5	6-10	11and above		
1. Personnel Selection	3.98	4.15	4.17	0.28	0.76
2. Career Training and Development	3.54	3.65	3.77	0.49	0.61
3. Employee Welfare and Benefits	3.90	3.97	4.22	0.93	0.40
4. Performance Appraisal	3.84	4.15	4.17	1.88	16.00
Overall Mean	3.82	3.98	4.08		

There are three groups of respondents, those with 5 years or less of experience (0 to 5), those with 6 to 10 years and those with 11 and above.

The overall mean shows that generally, those who have experience of 11 years or more (4.08) perceived greater competence than those with 6-10 (3.98) and 0-5 years of experience (3.82).

The table further shows that for the function personnel selection, HRMs who have 11 years or more (4.17) experience is more competent followed by those who have 6-10 years of



experience (4.15). Those who have lower competence are the younger HRMs who have 0 – 5 years (3.98).

Looking at the functions career training and development, the table shows that those who have 11 year or more in experience (3.77) are the most competent of the three groups, followed by those who have 6-10 years (3.65) and lastly by the 0-5 years of experience (3.54).

When compared along employee welfare and benefits, those who have more experience are more competent in the discharge of such with mean scores of 11 and more (4.22), 6-10 (3.97) and 0-5 (3.90).

As regards performance appraisal, those HRMs who have 11 years and more (4.17) are the more competent of the group, while those who have 0-5 years have the lowest level of competency.

Result of this study in a way confirms what Riabulin (2000) cites that it is common observation that a person who has more experience is more capable in implementing his functions. He further adds that knowledge, skills and appropriate experience were important to satisfactory performance.



This was confirmed by Canave (2000) where she mentioned that working experience or length of service influences the performance of an employee.

Accordingly, experience in doing the same activities over and over result to mastery. An example of which is that personnel managers started as assistants and learned on the job.

However, one of the limitations of doing the same things over and over as was pointed out in a study by Miner and Miner (1998) where one of the most frequent criticism of executives is that they lack management experience in many problems outside their own specialization, since they were not exposed to other areas of the organization.

Practices such as job rotation, multi-tasking and teamwork benefit employers because the more workers know about the entire work process, the more easily they can be moved to make up for absenteeism or shifts in demand. The firm can also make use of workers' wide knowledge. This can also benefit the workers, preventing them from being locked into one job and affording them a measure of mobility. To varying degrees, such practices also provide employees with increased responsibility and control in the workplace (Leckie, 2001).



One of the ways to move employees is through career management, where an organization helps each individual to collect information about himself – his strengths, weaknesses and aspirations and formulates these into action plans to achieve them while pursuing organizational goals (Leach, 1977).

Statistically, the null hypothesis is rejected in personnel selection, career training and development, employee welfare and benefits and performance appraisal, since those who have lesser years of experience are catching up with the level of competence of those who have longer years of experience.

Level of Competence and Trainings Attended

Table 8 shows the level of professional competence of HRMs in the identified functions when compared along the trainings attended. In this study, there are two categories to which the trainings are classified: 1 to 11 trainings and 12 or more trainings.

The further, it reflects that majority of HRMs attended 1 to 11 trainings with a mean of 4.08 as compared to those who were able to attend 12 or more trainings (3.86).



Table 8: Level of professional competencies of HRMs according to trainings attended

FUNCTIONS	TRAININGS ATTENDED		t-value	prob.
	1 to 11	12 and above		
1. Personnel Selection	4.20	4.01	0.81 ^{ns}	0.42
2. Career Training and Development	3.77	3.56	1.09 ^{ns}	0.28
3. Employee Welfare and Benefits	4.13	3.94	0.96 ^{ns}	0.34
4. Performance Appraisal	4.21	3.91	0.44*	0.08
Overall Mean	4.08	3.86		

ns- not significant

*- significant at α 0.10

*** - highly significant

It further shows that those who attended 11 and less trainings seem to perceive better HRM competence than those who attended more.

Specifically, when compared in terms of personnel selection, HRMs who have attended 1 to 11 trainings (4.20) are more competent than those who have attended 12 or more (4.01). This is also true for career training and development where those who attended 1 to 11 trainings (3.77) are more competent along this function than those who attended 12 or more (3.56). For employee welfare and benefits, the group who attended 1 to 11 trainings



(4.13) are once again more competent than those who attended 12 or more (3.94). Although there are differences along these functions, these are not significant.

On the other hand, for performance appraisal, there is a significant difference with a t-value of 0.44, where those who have gone to 1 to 11 trainings (4.21) are more competent as compared to those who attended 12 or more trainings (3.91).

This significant difference along performance appraisal could perhaps be due to the intensified transparency campaign of the government where one has to show individual outputs. While it maybe that HRMs were only able to attend 1 to 11 trainings, they were able to make a difference in doing performance appraisal.

According to Dessler (1997), the development of a good human resource manager entails the combination of a good background as well as training opportunities to enhance his competence.

Sison (1995), on the other hand, suggests that one solution to the problems of inadequate recognition to the role of HRM, is a better preparation and training of HRMs in personnel administration, so as to effectively handle employee relations.



For Leckie 2001, research to date shows an association between training and productivity but cannot establish a cause-effect relationship, to determine which comes first.

With the foregoing statements, the null hypotheses is accepted for personnel selection, career training and development and employee welfare and benefits, but rejected in performance appraisal.

Level of Perceived Importance of Four Identified HRM functions

This section presents the level of importance of the 4 functions as perceived by the respondents.

Level of Importance of HRM Functions

Table 9 shows that the respondents perceived all the functions of the HRMs important thus the rating of high in all aspects. The first in rank is personnel selection (4.08), followed by performance appraisal (3.98), employee welfare and benefits (3.93) and career training and development (3.62).

For GAs and NGAs, personnel selection is perceived to be the most important of the four identified functions. This might be in



Table 9: Perceived level of importance of HRM functions

FUNCTIONS	WEIGHTED MEAN	ADJECTIVAL RATING	RANK
1. Personnel Selection	4.08	High	1
2. Career Training and Development	3.62	High	4
3. Employee Welfare and Benefits	3.93	High	3
4. Performance Appraisal	3.98	High	2
Overall Mean	3.90	High	

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The competence level is 96% to 100% every time the role is performed
4	3.51 – 4.50	High (H): The competence level is 76% to 95% every time the role is performed
3	2.51 – 3.50	Moderate (M): The competence level is 51% to 75% every time the role is performed
2	1.51 – 2.50	Low (L): The competence level is 50% or less every time the role is performed
1	1.00 – 1.50	Not Competent (NC): The respondent is not at all competent every time the role is performed



recognition to the fact that people are the most valuable assets of an organization.

In a study made by the ACCEL-TEAM (2005), selection is “buying” an employee, hence “bad buys” can be very expensive. The cost of poor selection is such that even for the mundane day to day jobs, those whose recruits should be well trained to judge the abilities of applicants.

In the Philippines, the shift of majority of the corporation to the Marcos cronies brought incipient hiring of relatives and friends regardless of qualifications. For this reason, Section 2 of Article X of the Philippine Constitution provides that recruitment should be made according to merit and fitness which include educational attainment, experience and eligibilities (Leveriza, 1990).

Firms requiring higher levels of employee education and experience can use extensive recruiting and selective staffing practices as means for improving their human capital (Collins et al, 2001).

The ultimate aim of personnel selection is to ensure that at all times, the business is correctly staffed by the right number of people with the skills relevant to the business needs. It should not be understaffed nor should it be overstaffed. The penalties for not



being correctly staffed are costly. Understaffing loses the business economics of scale and specialization, customers and profits while over staffing is wasteful and expensive. Failure, therefore, in not having a carefully crafted human resource strategy can and probably lead to failures in the organization itself (ACCEL-Team, 2005).

Second in rank is performance appraisal with a mean of 3.98. Aside from an organization needing constantly to take stock in its workforce it should also assess performance of existing employees for reasons like; improvement of organizational performance via improving the performance of individual contributors, identifying potential existing talent and to use it to fill vacancies higher in the organization or to transfer individuals into jobs where better use can be made of their abilities or developing skills and provide equitable method of linking payment to performance.

Full scale periodic reviews should be a standard feature of schemes since resistance to evaluation / appraisal schemes is common and the temptation to water down or render it as ineffectual is ever present (ACCEL-Team, 2005).



For employee welfare and benefits, which comes third in rank (3.93), Collins (2001) argued that HR practices oriented towards motivating employees to contribute their efforts for organizational gains are the most effective ways to achieve high commitment.

In Lewin's field theory, human beings operate in a field of forces influencing behavior like the forces in a magnetic field, so that people have different motivational drives at different times. In the context of work, some forces inhibit like fatigue, restrictive group-norms, ineffective management, while others motivate like job satisfaction, effective supervision, rewards (Tyson et al, 1996).

Martires (2000) further explains that motivation underlies almost all human behavior. It is an urge that prompts action toward a certain direction. The motivated person displays the kind of dedication and commitment to performance that is the ultimate foundation of excellence.

Incentives, which are simply ways in which we recognize and reward performance are powerful things. These can cause people to do all kinds of things that they might not do otherwise (Ramundo, 2000).



In a study made by Sarano (1993), an individual's job performance is affected by many factors which include economic factors (salary, employment status, benefits and incentives, promotion and job security), social factors (harmonious working relationship with supervisors, other units and peace and order situation), and environmental factors (place of assignment, distance of work from home, working conditions and sufficient working tools and materials).

Tudcor (2000) stated that a job may provide opportunities for achievement and personal growth. By doing a certain job, one feels that he has done something to make his life worthwhile and that he has the capability and potentials to do his job in a proficient and efficient manner. By this knowledge, performance is affected not only by external or extrinsic factors but is also affected by what an individual feels and perceives in his job.

Rewards systems do not have to be perfect, but they have to be fair. All incentive systems that discriminate or show favoritism will eventually fail. Unfair systems produce cynicism, poor quality, poor productivity and poor employees. Only the weakest employees who have little chance of being hired elsewhere will stay



and the better employees will seek greener pastures (ACCEL-Team, 2005).

Ranked fourth by the respondents is career training and development (3.62). One strategy to improve human capital is to directly increase the education and experience within the existing workforce. Through the use of appraisal, managers would be able to identify the knowledge, skills and attitudes (KSAs) and implement needed improvement in these areas to fit the need of the organization (Collins et al, 2001).

Personnel training and career development programs have been used by many successful private sector companies as a way of ensuring they have a ready pool of labour within the organization. If taken in a coherent and integrated manner, the training programs can help secure the commitment of workers who are able to visualize their current and future roles.

Following such training programs, managers will need to review current working practices, systems and processes to ensure that newly trained employees are able to utilize their skills effectively, so that anticipated benefits of the training program will not be lost (Gould-Williams, 2002).



All of the four functions in one way or another indicates that organizations either GAs and NGAs are not only concerned with the initial recruitment of the best qualified candidates but also with providing them the opportunities for continuing growth and development as well as creation of situations and incentives that will bring about their best performance.

In McGregor's Theory X and Theory Y, he proposed that management makes two kinds of assumptions about people which he called Theory X and Theory Y. Theory X is seen as a set of traditional beliefs that people are inherently lazy and un-ambitious and will avoid responsibility and main incentives to work are provided by the carrot and the stick. Theory X attitudes are the main reasons why workers adopt defensive postures and group together to beat the system whenever they can.

A more active individual falls under Theory Y, this takes a benevolent view of human nature. It assumes that work is a natural activity which is capable of providing enjoyment and self-fulfillment. According to this theory, the chief task of the manager is to create a favorable climate for growth, for the development of self-reliance, self-confidence and self-actualization through trust and by reducing supervision to a minimum (Moorhead, 1998).



Conceivably, one of the most rewarding aspect of any employment situation is the recognition of work well done is through promotion. Opportunity for advancement to higher career positions should be based on one's creativity, innovativeness and performance (Lelveriza, 1990).

The organization that puts up a career management program ventures into a healthy partnership with individuals and thus precludes most likely charge of dominance and exploitation. It opens itself to the energies and resource to its people.

As supported by the above studies, the functions of HRM along personnel selection, performance appraisal, employee welfare and benefits and career training and development are perceived "high" level of importance by the respondents.

Level of Perceived Importance
According to Type of Agency

Table 10 shows the perceived level of importance of the four functions by staff from GAs and NGAs.

The table shows that employees from the GAs and NGAs have different perceptions on which function is more important.

In general, there are differences in the level of importance when compared according to type of agency. Specifically,



Table 10: Level of perceived importance of identified functions of HRMs according to type of agency

FUNCTIONS	TYPE OF AGENCY		t-value	PROB.
	GO	NGO		
1. Personnel Selection	4.09	4.07	0.11 ^{ns}	0.92
2. Career Training and Development	3.69	3.55	0.69 ^{ns}	0.49
3. Employee Welfare and Benefits	4.21	3.65	2.89 ^{***}	0.00
4. Performance Appraisal	4.14	3.83	1.86 [*]	0.07
Overall Mean	4.03	3.78		

ns - not significant * - significant at $\alpha = 0.10$ ***-highly significant

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The function is 96% to 100% important to me
4	3.51 – 4.50	High (H): The function is 76% to 95% important to me
3	2.51 – 3.50	Moderate (M): The function 51% to 75% important to me
2	1.51 – 2.50	Low (L): The function is 50% or less important to me
1	1.00 – 1.50	Not Important (NI): The function is not at all important to me

employees of both GAs and NGAs responded that no significant difference is perceived in terms of personnel selection (t value



=.11^{NS}, prob=.92) and career training and development (t value = .69^{NS}, prob = .49). Significant differences are observed along employee welfare and benefits (t value=2.89^{***}, prob=.00) and performance appraisal (t value=1.86^{*}, prob=.07).

The high significant difference observed along employee welfare and benefits could mean that the HRMs of NGAs (3.65) perceived employee welfare and benefits much less important than those in the government (4.21). Moreover, finances of NGAs rely on how much income they generate, whereas, government finances are more fixed and available for government offices, thus enabling GAs to provide more benefits as compared to those in the private sector.

Another area where significant difference is observed is in the performance appraisal where those in the GA (4.14) perceived greater importance than their NGA (3.83) counterpart. In today's organizations, the retention of employees are based on one's performance. Also, a good performance can be equated to monetary benefits, if an organization can source out budget for it. Nevertheless, recognition is ensured.

As Gould-Williams (2002) noted, the most common reward scheme is one where performance is related to pay. Such incentive



pay scheme can be offered in many ways, but the most effective trend is to be based on multiple performance criteria.

Further, ACCEL-TEAM (2005) states that to retain good staff and encourage them to give their best while at work requires attention to the financial and psychological and even physiological rewards offered by the organization as a continuous exercise.

Collins et al (2001), states that an informal gesture like “thank you card” is an effective way to motivate people; but the gesture loses its impact if it is not followed up and supported by more substantial forms of appreciation such as money, gifts or public acknowledgement.

This is in line with Maslow’s theory that people are perpetually wanting and constantly desiring better circumstances. When a need arises and is satisfied, it can no longer be capable of motivating behavior. However, lower level needs must be satisfied before attending the higher level needs (Pilar, 1981).

This view is similar to the proposition of Herzberg in 1959 where his two factors that produce job satisfaction are the hygiene needs (type of supervision, interpersonal relations, company benefits and working conditions). These hygiene needs are roughly analogous to Maslow’s lower order needs (physiological, safety and



love needs). On the other hand, he called the factors that produce satisfaction as motivation needs (nature of work and the person's sense of achievement, level of responsibility, personal development and advancement). Like Maslow's hierarchy theory, Herzberg postulated that hygiene needs must be satisfied before attention is paid to motivator needs (Tyson et al, 1996).

For Leckie et al, (2001), variable pay is a set of practices whereby employee compensation is tied to job performance. Pay, in association with various HRM practices can lead to higher productivity. One rationale for tying compensation to job performance may be to attract scarce skilled workers in a highly competitive economy. The more a firm focuses on human resource management, the more likely it is to introduce variable pay. This relationship holds regardless of firm size.

Human relations practices associated with improved employee commitment include a variety of compensation programs that emphasize extrinsic and intrinsic rewards. Furthermore, organizations that advertise openings internally and give preference to internal (vs. external) candidates signal their commitment to existing employees and provide incentives for long term relationships. An individual should also be rewarded with what he



or she perceives as important rather than what the manager perceives (ACCEL Team, 2005), and promotion is one of the ways to which an individual feels that he has a career with the organization.

For Super (Patton et al, 1999), work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts. They depend on establishment of a type of work, a work situation and a way of life in which one can play the kind of role that growth and exploratory experiences have led one to consider congenial and appropriate.

In this regard, the null hypothesis along personnel selection and career training and development is accepted but rejected along employee welfare and benefits and performance appraisal.

Level of Perceived Importance According to Position of Respondent

Table 11 presents the level of perceived level of importance of the four identified functions along the positions of respondents, those who belong to the 1st level (salary grades 1-9) and those that belong to the 2nd level (salary grades 10-28).



Table 11: Level of perceived importance of identified functions HRM according to position of respondent

FUNCTIONS	POSITION OF RESPONDENTS		t-value	prob.
	1st Level	2nd Level		
1. Personnel Selection	4.00	3.90	0.57 ^{ns}	0.57
2. Career Training and Development	3.46	3.39	0.32 ^{ns}	0.75
3. Employee Welfare and Benefits	3.86	3.78	0.56 ^{ns}	0.58
4. Performance Appraisal	3.70	3.73	0.19 ^{ns}	0.85
Overall Mean	3.76	3.70		

ns - not significant * - significant at α 0.10 ***-highly significant

The table shows that the first and second level employees have the same perception on the level of importance of the functions although the 1st level employees (3.76) perceived greater importance in the overall than those from the 2nd level (3.70). This could be because they are still new in the organization and they still have to experience what those in the 2nd level did with regard to personnel management.

This implies that the respondents, regardless of what level they belong to, know the importance of the functions in the desired operational flow of management of their organization, firm or establishment.



It can be gleaned from the table that the results of the t-values show that there are no significant differences in the level of perceived importance of all four functions, thus the null hypothesis is accepted.

Problems Affecting the Competence of Human Resource Managers

This section presents the problems affecting the HRM and to determine if there is a significant difference between problems encountered based on the type of agency.

Problems Affecting Competence of HRMs

Table 12 presents the degree by which problems encountered affect professional competence of HRMs. The Human Resource Managers were asked to what extent the nine (9) given problems affected them.

Based on the general mean of 2.81, the enumerated problems moderately affected the competence of the HRMs in the discharge of their functions along personnel selection, career training and development, employee welfare and benefits and performance appraisal.

It can be gleaned from the table that 8 of the 9 of the given



Table 12: Degree by which the problems affected the professional competence of Human Resource Managers

PROBLEMS ENCOUNTERED	MEAN	ADJECTIVAL RATING	RANK
1. Lack of management support in HR programs and activities	3.06	Moderate	3
2. No full authority because only designated or acting HRM	2.79	Moderate	5
3. Lack of training for Human Resource Managers	3.07	Moderate	2
4. Influence of politics in the implementation of programs and activities	2.60	Moderate	8
5. No clear delineation of functions between administrative office and human resource officer/manager	2.69	Moderate	6
6. Lack of finance to implement HR programs and activities	3.27	Moderate	1
7. Human Resource Managers are not part in the planning of the agency	2.85	Moderate	4
8. Lack previous experience in handling HR activities	2.62	Moderate	7
9. Educational background not fit for the job	2.35	Low	9
Over all Mean	2.81	Moderate	

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The problem affects competence 96% to 100%
4	3.51 – 4.50	High (H): The problem affects competence 76% to 95%
3	2.51 – 3.50	Moderate (M): The problem affects competence 51% to 75%
2	1.51 – 2.50	Low (L): The problems affects competence 50% or less
1	1.00 – 1.50	Not a Problem at all (NP)



problems moderately affected the professional competence of HRMs. This means that the problems affected their competence 51% to 75%. On the other hand, educational background not fit for the job has low effect on the competence of the HRM. This means that 50% or less affected the HRMs' competence.

The table shows that the problems which greatly affected the competence of Human Resource Managers are; lack of finance to implement programs (3.27), lack of training for HRMs (3.07) and lack of management support (3.06).

The above results imply that finance is generally a very important factor that should be primarily provided for so that desired programs and objectives could be implemented. Among others, incentives are affected. Moreover, psychologists contend that rewards in cash or in kind help motivate individuals to perform better. Since HR initiatives fall last in budget allotment, such provisions do not push through.

According to the HRDP (1997), individuals must regain the public trust if we are to realize our aspirations and serve the future. We will not regain that trust until we change substantively, becoming organizationally lean and effective. This cannot be accomplished however, by budget-cutting.



Related studies in the research of HRDPI (1999), revealed that the benefits of training include reducing likelihood of an employee leaving the organization, raises workers' productivity by 16% and increases their innovation on the job. It was also found that it is less expensive to train and upgrade skills of existing workers than to hire and train new workers.

For the HRDP (1997), the key to individual and team development is training, thus making it to be second in rank in the problems encountered by HRMs. The characteristics of successful organizations include budgeting training expenses and releasing individuals to attend training sessions, providing centralized core training appropriate to the job and providing training specifically tailored to the needs of the teams. A successful training environment is a critical component of human resource principles, since continuous training is a joint responsibility of the employer and organizations. Alongside with all of what were previously mentioned, management support becomes an evident indicator in the solution of problems in the work place.

In a study made by Gould-Williams (2002), trust is regarded as the "lubrication" that makes it possible for organizations to work and the source of increased efficiency and effectiveness. In



contrast to this, lack of trust, arising from workers' perceptions that managers do not recognize or reward their contribution, results in dysfunctional outcomes. Among other things, commitment is associated with low turn-over and high performance with innovative HR practices. The extent to which managers are prepared to implement key HR practices is thought to signal to workers just how much they are trusted. Also, workers' trust maybe weakened if managers fail to deliver on contractual or other promises, such as work loads, career development programs and others.

The top three problems are inter-connected with budget which can be resolved if the management increases their support to human resource activities. This, however, can only come to be realized if the management recognizes that people are its most valuable asset.

Ranked last three among the problems are lack of previous experience (2.62), influence of politics (2.60) and educational background not fit for the job (2.35).

In this research, lack of experience and educational background are no longer that important to consider since one can do "hands on" learning. Though formal education provides the foundation for human capital, workers must also continuously keep



those skills current in the fast paced technological and organizational change. When introducing change, employers must also provide for the upgrading of their workers' skills to facilitate adjustment (Betcherman, 1997).

Betcherman further states that the decision to train is triggered by event or episodes. An organization therefore in order to have highly skilled competent workers should provide workplace trainings.

According to Leckie et. al (2001), training is a significant activity. In their earlier surveys, firms used trainings to help employees adjust to new skill requirements that arose when the firm reacted to competitive forces. Firms support employee training when there is change in the work place. Training could also be viewed as an important investment for improved prosperity both for firms and individual workers. Participation in employer-sponsored trainings reduces the likelihood of an employee leaving the employer.

With the high level of competence of HRMs in personnel selection, politics no longer plays a role in the appointment of an individual to positions, since HRMs are bounded by rules and procedures and are closely monitored. The degree of responsibility



and accountability in the hands of the HRMs therefore has increased.

Problems Encountered According to Type of Agency

Table 13 shows that out of the 9 problems encountered 6 show significant differences in the degree by which they affected the level of competence of HRMs and 3 do not show any significant differences.

The problems where significant differences occur are along; no full authority because only designated or acting HR, lack of training for HRM, influence of politics in the implementation of program and activities, HRM are not part in the planning of the agency, lack of previous experience in handling HR activities and educational background not fit for the job. The problems where there are no significant differences are along; lack of management support in HR programs and activities, no clear delineation of functions between administrative office and human resource office/manager and lack of finance to implement HR program and activities.

The table further shows that those from the NGAs (3.11) have a higher computed mean than those from the GAs (2.65).



Table 13 Level of differences of the degree by which problems encountered affect the competence of HRMs along type of agency

PROBLEMS ENCOUNTERED	TYPE OF AGENCY		t-value	prob.
	GO	NGO		
1. Lack of management support in HR programs and activities	2.98	3.21	1.08 ^{ns}	.28
2. No full authority because only designated or acting HRM	2.59	3.14	2.42*	.02
3. Lack of training for Human Resource Managers	2.93	3.31	1.78*	.08
4. Influence of politics in the implementation of program and activities	2.36	3.06	3.04***	.00
5. No clear delineation of functions between administrative office and human resource officer/manager	2.56	2.94	1.63 ^{ns}	.11
6. Lack of finance to implement HR programs and activities	3.24	3.33	.43 ^{ns}	.67
7. Human Resource Managers are not part in the planning of the agency	2.71	3.10	1.79*	.08
8. Lack previous experience in handling HR activities.	2.38	3.08	3.17***	.00
9. Educational background not fit for the job	2.07	2.85	3.55***	.00
Over all mean	2.65	3.11		

ns-not significant * - significant at α 0.10 ***-highly significant

Legend:

Extent	Statistical Limits	Adjectival Rating
5	4.51 – 5.00	Very High (VH): The problem affects competence 96% to 100%
4	3.51 – 4.50	High (H): The problem affects competence 76% to 95%
3	2.51 – 3.50	Moderate (M): The problem affects competence 51% to 75%
2	1.51 – 2.50	Low (L): The problems affects competence 50% or less
1	1.00 – 1.50	Not a Problem at all (NP)



This connotes that such problems are more prevalent in non-government agencies than in the public sector.

The discussion that follows reflects the problems where there are highly significant differences (***) , followed by those with significant difference (*) and lastly by the no significant difference (^{ns}).

The problems that reveal highly significant differences are influence in politics in the implementation of programs and activities, lack of previous experience in handling HR activities and educational background not fit for the job.

Private sectors seem to be more susceptible to politics than the government organizations, since these are run by a few individuals and decisions usually emanate from the owner or from the governing board of the organizations. Further, the accountability in private organizations are only limited to the board of directors, while those with the government are accountable to the public. Thus, as much as possible, full transparency of transactions is observed.

As regards the problem on lack of previous experience in handling HR activities, most private sectors have an established HRM positions. They may not experience all the functions of an



HR since final decisions are centralized in the owners of the organizations. For government agencies, employees rose from the ranks and learned the functions while on the job, even if they were only given designations.

On the problem of educational background not fit for the job, there is no rule in government entities that HRMs should be graduates of courses that specialize on behavioral sciences. Sison (1991) suggests that someone aspiring for this job should have background courses on personnel and industrial relations.

As reflected in the table, problems that show significant difference are: those designated do not exercise full authority, lack of training for HRMs and they are not part in the planning of the agency.

These three problems are interrelated, which could be attributed to the lack legitimate HRM positions in organizations. These problems are more prevalent among NGAs than among GAs.

In view of the above problems, management has not yet recognized the vital role of HRMs in the attainment of goals and objectives of agencies.



In this context, Martires (2000) contends that a Human Resource Manager is a change agent and has a vital role to play. The HRM has to relate well to both employees and top management. A good HR professional must have the ability to thoroughly develop a trusting relationship with the employees at the same time a collaborator and a confidant to the Chief Executive Officer (CEO).

The problems which do not reflect significant differences are: lack of management support in HR programs and activities, no clear delineation of functions between administrative officers and HRM and lack of finance to implement HR programs and activities.

All the above problems exist in both government and non-government agencies. Both HRMs from the two agencies share the sentiments that management is not supportive of their programs. Also, both HRMs feel that there is no clear delineation of functions, which might be ascribed to lack of finances since additional assignments/functions are given them.

In general, the problems do not seem to be too overwhelming to have a negative impact on the HRM's competence. This implies that there is a room for development and



improvement in both the government and non-government agencies for HRMs to function effectively and efficiently.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The following were the findings of the study:

1. The level of professional competence of Human Resource Managers in Baguio City and Benguet was high in the areas of personnel selection, administration of welfare and benefits and performance appraisal and moderately competent in career training and development.

2. On the level of professional competence of Human Resource Managers, the following were found:

2a. There was no significant difference between HRMs from GAs and NGAs in personnel selection, but significant along career training and development, employee welfare and benefits, and performance appraisal.

2b. When compared according to position of respondents, a highly significant difference existed in performance appraisal, where 2nd level employees assessed the HRMs a higher level of competence. No significant differences were noted along



personnel selection, career training and development and employee welfare and benefits.

3. On the level of professional competence of HRMs according to identified variables:

3a. With regard to the age of respondents, employee welfare and benefits showed significant difference in favor of the older age group.

3b. For educational attainment, no significant differences were noted in the identified functions of the HRMs

3c. In terms of experience, the study revealed no significant differences in the level of competency of HRMs in the four identified functions.

3d. As regards the number of trainings attended by HRMs, only personal appraisal showed a highly significant difference. Those who had lesser trainings got higher means.

4. In terms of the perceived level of importance of the four identified functions, findings showed that:

4a. When compared according to the type of agency, there existed a highly significant difference along employee welfare and benefits, and performance appraisal with government organizations having higher means for both functions.



4b. In terms of position of respondents, no significant differences were noted as to which function is more important for 1st and 2nd level employees

5a. The problems encountered by HRMs which affected their competence for both the GAs and NGAs were: lack of finance to implement HR programs and activities, lack of training for HRMs, lack of management support in HR programs and activities, and HRMs are not part in the planning of the agency.

5b. Out of the 9 presented problems, 3 problems revealed no significant difference when compared according to the type of agency: lack of management support in HR programs and activities, no clear delineation of functions between administrative office and HRM office, and lack of finance to implement HR programs and activities.

Conclusions

Based on the findings of the study, the following conclusions are derived:

1. Human Resource Managers are generally competent along personnel selection, employee welfare and benefits, and performance appraisal but not career training and development.



2. The level of competency of HRMs in both organizations are more or less the same in personnel selection, but differ in the three other functions, where those in the government agencies are found to be more competent than the private agencies.

The 1st and 2nd level staff perceive the HRMs to have more or less the same competence along personnel selection, career training and development and employee welfare and benefits, but differ in performance appraisal.

3. There are variables that affect the level of competence of HRMs along the four identified like number of trainings attended but some do not such as age, educational attainment and years of experience.

4. The 4 identified functions are considered important by the respondents from both agencies along personnel selection and career training and development but differ along employee benefits and performance appraisal.

5. There are problems faced by HRMs in both organizations which need to be addressed.

Recommendations

The researcher proposes the following recommendations based on the findings and conclusions:



1. Organizations need to come up with creative ways to enhance competencies of their HRMs to successfully do their functions. Activities involving not too much budget include job rotation and cross posting which are hands-on means of learning new things.

Job rotation and cross posting are effective means of helping employees develop their skills, since they will be exposed to all the units of an agency. This will encourage the staff to be dynamic to keep up with the changing times. Agencies therefore formulate rules on job rotation and cross-posting for the staff. In government offices, they are assigned from one region to another; for private institutions, from one branch to another.

Moreover, it is recommended to implement the Civil Service Commission's (CSC) use of generic titles like Administrative Officer V (AO V) instead of Human Resource Officer III (HRMO III) and Administrative Aide IV instead of Clerk II.

2. Management has to have a program for capability building and seminars for their HRMs. Sharing of good practices from both the public and private sectors be institutionalized.



Crucial in the success of agencies is the communication process between the management and the employees. A feedback mechanism goes a long way as top management discusses with employees results of appraisals.

Discussions with concerned employees encourage participation from the staff themselves. Employees tend to trust managers more if they have contact and interact with them on a regular basis.

This will help reconcile the expectations of employees (who seek satisfaction through work) with meeting the goals of the organizations (that need to maintain competitive edge), which is basically the ultimate goals of career management. With appraisal as basis for recognition, good work is appreciated and acknowledged and poor performance no longer ignored.

3. For the younger HRMs to take initiative in being updated with guidelines regarding employee welfare and benefits through attendance to seminar and membership to professional organizations in order to form a network with other HRMs. The support of management is essential in the formation of the network.

For schools to look into the curriculum of masters and doctorate degrees to cope with societal needs. Further, for the



HRMs to take post baccalaureate and post graduate courses along the behavioral science or the social sciences. This will be geared towards professionalizing the HR position to be competitive like the other professions. Agencies will require such as qualification standard for a Human Resource Manager.

In order to answer the problem of complacency and burn-out for those who are longer in the service, they be given additional tasks outside of their regular functions where they can learn other perspectives and be encouraged to participate in the agencies' job rotation and cross posting program.

A challenge is also given to the older HRMs to prove that they are better in the implementation of functions since they have been in the service longer.

Since HR is a dynamic profession, heads of organizations be supportive of their employees' attendance to HRM conferences and trainings being conducted by professional organizations as a venue to provide updates as well as to share good practices for HRMs to implement if applicable in their agencies.

To ensure that trainings attended enhance the delivery of functions of HRMs, feedback and re-entry plans will be institutionalized and monitored by the head of agency.



4. Since regardless of position, all the functions are important, it is suggested that a re-education on the functions of the HRMs be done to the employees for them to know and appreciate the functions of HRMs.

In the course of the study, it was found that all the functions are important to the respondents. Inline with this, strengthening of the HR unit is highly recommended, since one or two individuals in the unit are not enough to implement all the functions.

Regulatory entities like CSC, DOLE, CHED and other agencies include in the standards of operation of agencies the ratio of employees to the number of staff assigned in the HR unit to cater to their growing population.

Thus professional organizations of HRMs (Regional Council of Personnel Officers-RCPO & Personnel Managers Association of the Philippines-PMAP) ask the support of the regulatory entities for standardization of welfare and benefits of employees regardless of employing agency.

Further, a recognition and rewards program could go a long way toward improving morale of staff. This will not only increase productivity but it would help to place an organization as an “environment for good work”. Since Personnel Rewards, Awards,



Incentives System Evaluation (PRAISE) are already institutionalized in the government agencies, it is recommended that CSC look into the contextualization of its implementation.

In addition, for agencies should strengthen their career management of individuals so that the employees will feel that they are part of the organization. In this way, not only is the organization ensured of the non-transfer of competitive employees but also for the employees to feel that they are going somewhere with the company.

5. There are a lot of problems which the HRMs face in the discharge of their functions. They are encouraged to work closely with management to identify do-able and practicable means to address the specific problems. A close collaboration with regulatory entities like CSC, CHED, DOLE, DBM etc will also do a lot of good to the plight of the HRMs.

Since majority of the problems encountered are with the non-government agencies, it is highly recommended that the HR units of these agencies be headed by a non corporate/family member to ensure objectivity in the discharge of functions. Further, private sectors willingly submit themselves for auditing and monitoring to ensure the humane treatment of employees.



The challenge for HRMs either in private or public is to create an exciting and motivating environment for employees. Innovative methods in personnel selection, career training and development, administration of employee welfare and benefits and performance appraisal can have long term benefits to the organization and be a continuing source of competitive advantage.

The HRM must be in the vortex of change. As a change catalyst, he/she should take the lead with a large dose of aggressiveness, initiative and persuasiveness. He/she must be able to identify systems and procedures, practices, operations, skills, competencies and behaviors that need to be changed and prioritize them according to impact to the organization. Last and foremost, the HRM must have the intuitive instinct of scanning the internal environment, plucking out the component that may impinge on his ability to effect the change (Martires, 2000).

6. Four factors identified by Leckie (2001) could be used in the assessment. These are: reaction – trainee reaction to training intervention; learning – understanding of subject taught, generally demonstrated by pre- and post- course evaluation; behavior – application of what was taught or changes on the job and results – the impact to organizations.



7. Future researchers may replicate this study to include the whole region of the Cordillera Administrative Region as well as to look into the level of competencies of HRMs in Local Government Units (LGUs).

8. A training program, suggested forms to address the issues that are brought to the fore by this study is presented subsequently (Appendix A).



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Appendix “A”

CAREER MANAGEMENT PROGRAM (Adopted from DSWD CDMS Manual and Management of Human Behavior in Organizations)

Rationale:

The tendency to guide is instinctive in most of us. Guidance is necessary because of human needs and desires. Around us are conditions and situation which reflect wasted human energy, misspent lives, misery, poverty, unnecessary loss of lies and all because of lack of direction and of wrong choice of vocation, companions, opportunities and sense of values. We are constantly, although sometimes aimlessly, wanting and striving for something. Even those who claim that they do not need any help, find that they need someone to talk to, to ask for advice, in order to have an outlet for their pent-up emotions and feelings (Kapunan, 1999).

Chrisholm believes that guidance seeks to help an individual become familiar with facts about himself – his interests, abilities, previous development plans.

Traxler says that guidance enables each individual to understand his abilities and his interests.

Guidance involves personal help given by someone, according to Jones.

A lot of suggestions are made to define what guidance is, but one inclusive of all is Hamrin’s “Helping John to see through himself, in order that he may see himself through”. In other words, guidance embraces every kind of outside help enough to give an individual self-knowledge and self discipline in order to enable that individual to properly live his life and solve his problems.

Guidance therefore comes through many individuals in many forms, but in an organization, this is lodged with the Human Resource Development Unit or with the Personnel Unit, since they are in charge of the well being of employees, from appointment to retirement. Ultimately however, this can be gauged in the ability of one to conceptualize and implement the career management program of an organization.

Career comes from the French word “carrier” which means “high road” or “race horse”. The individual moves forward racing with others in the worksetting. Career Management on the other hand is an organized, formalized, planned process of striking a healthy balance between individual careers needs and organizational workforce requirements. It involves mutual support, careful planning, consistent implementation and objective monitoring.

This program aims to help organizations in the career management of their employees, so that staff will perform their best knowing that their contributions to the organization are being recognized.

It should be kept in mind that career management involves a lot of phases and does not happen overnight. The program might go as fast as 1 year and as long as 5 years. The important thing to remember, is that as long as an organization bears in mind that human resource are its greatest assets, career management will be an on going process.

Phase I : Identification of Participants to the Program

Although organizations see the need to develop its staff, it also recognizes that individual staff members have to identify first their need to take part in the program, taking into consideration others demands of their time and resources.

- A) The helpee/counselee : an employee who volunteers to chart his own career path
- B) The helper/counselor : these are staff who have been with the organization for a longer period of time and possesses a working knowledge of the organization's vision, mission, values, policies and procedures. They should be chosen for their interpersonal skills, cross-cultural sensitivity, motivational skills and commitment to the organization's on going developmental needs.

Phase II : Conduct training for helpers/counselors:

In order to make career management a success, the helpers should be given an idea on how to go about their helping process. Some of the important areas to be noted are:

- What is helping?

Key Learning Points:

- 1) Its as old as human history, since it can be traced in the stories of the Bible;

- 2) Someone identifies a need and concludes that the assistance of another party is required to meet that particular need;
- 3) The other party has the knowledge, ability and skills in the identified area;
- 4) Scope and breadth of knowledge, abilities and skills of this party are broader and deeper than the former;
- 5) The following are the cultural context of helping:
 - pagtulong
 - pagkamakadiyos
 - pakikipagkapwa
 - pakikisama
- 6) The are of helping involves engagement of total self
 - physical (energy, time communication, attending)
 - emotional (sensitivity, appreciation, affirmation, genuine concern)
 - intellectual (problem-solving, bench marking, strategic thinking)
 - spiritual (profound thanksgiving, demonstrates humility, gain insights)
- 7) Interpersonal skills needed as a counselor / helper:
 - attending : involves undivided attentiveness to the helpee
 - : the main aim of paying attention is human learning, and learning determines out behavioral responses
 - : this refers to the counselor's observing and listening skills upon the helpee's

verbal and non-verbal expression of her experiences

: communication of interest to the helpee and motivates her to be involved in the helping process

- responding : includes discriminating accurately the dimensions of the helpee's experiences and communicating these perceived dimensions.

: responding to content

- to clarify the ingredients of the helpee's experiences;
- answers the questions 5w and 1h

: responding to feeling

- to clarify the effect to the experience
- observing behaviors, listening carefully to the words and respond with empathy

: respond to meaning

- to clarify the reason for the feeling

- Initiating : defining goals
 - : developing programs
 - : designing schedules
 - : preparing the implement the steps
- Facilitating Feedback : gathering performance information



Phase III : Formulation of Plan of Action

The counselor helps the counselee make an inventory of her competencies. It is also in this stage that the counselee shares her envisioned career plans, the competencies needed to attain them and the potential barriers that may be encountered.

The counselor should be able to guide the counselee in this formulation of plan of action to help balance the competencies of the staff, the need of the organization and the envisioned path in the future.

Phase IV : Implementation, Monitoring and Mentoring

During this phase, problems may arise while implementation is on going. Constant mentoring should be done in order to immediately address these problems. It is in this phase that re-assessment on the plan of action is made. Feedbacking also being done on this phase.

Further, it is the duty of the counselor, through the HRM, to keep the management updated on the progress of each counselee.

Phase V : Termination

Once the goal has been attained, the relationship can now be terminated.

In all the phases of the career management program, it is essential that documentation is made and file of each individual is kept by the counselor, copy furnished the HRM, since the HRMs make the reports to the management.

Appendix "B"
RE-ENTRY FORM 1
FEEDBACK REPORT

Title of Training Attended:

Date and Venue of Training:

Learning Insights:

Knowledge:

Attitude:

Skills:

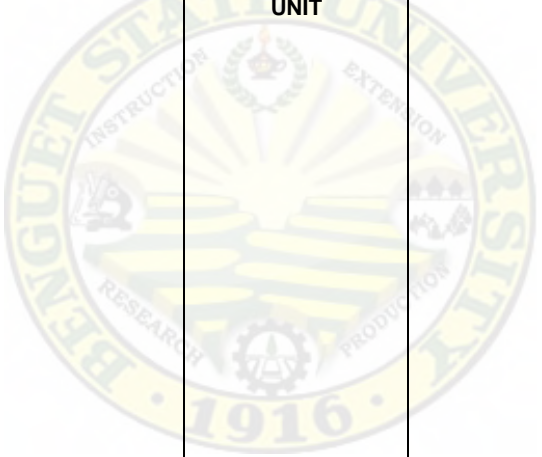
Recommendations: (for the agency after the training)



Name and Signature of Staff

Appendix "C"

**RE-ENTRY PLAN
Form 2**

OBJECTIVES	ACTIVITIES	METHODOLOGIES	RESPONSIBLE UNIT	TIME FRAME	EXPECTED OUTPUT
					

Prepared by:

(Employee who went for training)

Noted by:

(Immediate Supervisor)

Approved by:

(Head of Agency)

CHARACTER/S IN LINE WITH SMU THEMES

MONTH	SMU THEME	CHARACTERS TO BE DISCUSSED
JANUARY	Salute to Achievers	initiative decisiveness
FEBRUARY	Family for Every Child	availability
MARCH	Empowering Women	boldness determination justice wisdom
APRIL	Hail to the Volunteers	dependability endurance
MAY	Raising the Bars of Social Work as a Profession	enthusiasm faithfulness
JUNE	LGUs as Frontliners in Service Delivery	attentiveness responsibility
JULY	Preparing for Disaster	alertness cautiousness
AUGUST	Jail is Not for Children	compassion forgiveness
SEPTEMBER	Promoting Values Through Family	generosity hospitality
OCTOBER	Rights, Privileges & Contributions of Senior Citizens	sensitivity
NOVEMBER	Strengthening Partners with NGOs	creativity loyalty
DECEMBER	Accomplishments for the YEAR	truthfulness

Appendix "D"
QUESTIONNAIRE FOR STAFF

Dear Respondent,

The undersigned is doing a research on the duties and responsibilities of Human Resource Managers in some selected government and non-government agencies in Baguio and Benguet along the areas of personnel selection, career training and development, employee welfare and benefits and performance appraisal, as a requirement for Master of Arts in Education major in Guidance and Counseling degree from the Benguet State University.

In her desire to secure the much-needed data for this study, the researcher request that you answer questions truthfully and honestly. Rest assured that your answers will be strictly confidential.

Thank you.

CECILE AGUILAN – BASAWIL
Researcher

Part I: Personal Profile

1. Name (optional) : _____
2. Agency employed in : _____
 - 2.1 check the type of agency employed in:
 - a. ___ government
 - b. ___ non-government
3. Position: (please check)
 - a. ___ 1st level (Salary Grade 1 – 9)
 - b. ___ 2nd level (Salary Grade 10-28)

Part II. On Professional Competence

Listed below are some of the general duties and responsibilities of human resource managers in both government and non-government agencies. Kindly encircle the number that corresponds to the level of competence of your HRM on the given duties and responsibilities.

- 5 – very high (VH) means that the competence level is 96% to 100% every time the role is performed
- 4 – high (H) means that the competence level if 76% to 95% every time the role is performed
- 3 – moderate (M) means that the competence level is 51% to 75% every time the role is performed
- 2 – low (L) means that the competence level is 50% or less every time the role is performed
- 1 – not competent (NC) means that the respondent is not at all competent every time the role is performed

1. Personnel Selection	VH	H	M	L	NC
a. Prepares and updates plantilla of personnel	5	4	3	2	1
b. Develops and maintains merit promotion plan and system of ranking positions	5	4	3	2	1
c. Develops agency recruitment program	5	4	3	2	1
d. Evaluates qualifications of applicants and prepares short list of applicants	5	4	3	2	1
e. Participates in personnel selection and deliberation	5	4	3	2	1
f. Prepares and submits appointment documents	5	4	3	2	1

2. Career Training and Development	VH	H	M	L	NC
a. Prepares a comprehensive training and development plan	5	4	3	2	1
b. Conducts orientation programs for new employees	5	4	3	2	1
c. Conducts character building programs	5	4	3	2	1
d. Utilizes alternative strategies such as job rotation, OJT, coaching, etc	5	4	3	2	1
e. Coordinates with training institutions	5	4	3	2	1
f. Provides access to scholarships and other personnel advancement opportunities	5	4	3	2	1

3. Welfare Benefits and Services	VH	H	M	L	NC
a. Prepares payroll/salary vouchers	5	4	3	2	1
b. Prepares certifications (salary received, appearance, employment etc)	5	4	3	2	1
c. Processes leave applications and claims (monetization, terminal, maternity etc)	5	4	3	2	1
d. Prepares notices on salary adjustments, etc.	5	4	3	2	1
e. Processes retirement / separation claims	5	4	3	2	1
f. Coordinate with other offices on provision of other benefits (bank loans, housing, etc)	5	4	3	2	1
g. Develops and maintains up to date employee incentives and awards systems	5	4	3	2	1
h. Provides counseling services	5	4	3	2	1
i. Prepares reports on leaves, absences, tardiness as well as updates personnel records	5	4	3	2	1

4. Performance Appraisal	VH	H	M	L	NC
a. Develops and maintains up to date performance evaluation system	5	4	3	2	1
b. Assists supervisors and subordinates in accomplishing action plans and rating forms	5	4	3	2	1
c. Facilitates performance review	5	4	3	2	1
d. Analyzes employees' performances	5	4	3	2	1
e. Monitors the submission of performance appraisal reports	5	4	3	2	1
f. Reviews performance appraisal reports	5	4	3	2	1
g. Recommends the use of performance rating in promotions, salary increase, training, etc.	5	4	3	2	1
h. Maintains records of performance reports	5	4	3	2	1

Given below are the general duties and responsibilities of human resource managers in both government and non-government agencies. Kindly encircle the number that corresponds to how you perceive the importance of the functions based on the following ranking

5 – very high (VH) means that the function is 96% to 100% important to me

4 – high (H) means that the function is 76% to 95% important to me

3 – moderate (M) means that the function is 51% to 75% important to me

2 – low (L) means that the function is 50% or less important to me

1 – not important (NI) means that the function is not important to me

1. Personnel Selection	VH	H	M	L	NI
a. Prepares and updates plantilla of personnel	5	4	3	2	1
b. Develops and maintains merit promotion plan and system of ranking positions	5	4	3	2	1
c. Develops agency recruitment program	5	4	3	2	1
d. Evaluates qualifications of applicants and prepares short list of applicants	5	4	3	2	1
e. Participates in personnel selection and deliberation	5	4	3	2	1
f. Prepares and submits appointment documents	5	4	3	2	1

2. Career Training and Development	VH	H	M	L	NI
a. Prepares a comprehensive training and development plan	5	4	3	2	1
b. Conducts orientation programs for new employees	5	4	3	2	1
c. Conducts character building programs	5	4	3	2	1

d. Utilizes alternative strategies such as job rotation, OJT, coaching, etc	5	4	3	2	1
e. Coordinates with training institutions	5	4	3	2	1
f. Provides access to scholarships and other personnel advancement opportunities	5	4	3	2	1

3. Welfare Benefits and Services	VH	H	M	L	NI
a. Prepares payroll/salary vouchers	5	4	3	2	1
b. Prepares certifications (salary received, appearance, employment etc)	5	4	3	2	1
c. Processes leave applications and claims (monetization, terminal, maternity etc)	5	4	3	2	1
d. Prepares notices on salary adjustments, etc.	5	4	3	2	1
e. Processes retirement / separation claims	5	4	3	2	1
f. Coordinate with other offices on provision of other benefits (bank loans, housing, etc)	5	4	3	2	1
g. Develops and maintains up to date employee incentives and awards systems	5	4	3	2	1
h. Provides counseling services	5	4	3	2	1
i. Prepares reports on leaves, absences, tardiness as well as updates personnel records	5	4	3	2	1

4. Performance Appraisal	VH	H	M	L	NI
a. Develops and maintains up to date performance evaluation system	5	4	3	2	1
b. Assists supervisors and subordinates in accomplishing action plans and rating forms	5	4	3	2	1
c. Facilitates performance review	5	4	3	2	1
d. Analyzes employees' performances	5	4	3	2	1
e. Monitors the submission of performance appraisal reports	5	4	3	2	1
f. Reviews performance appraisal reports	5	4	3	2	1
g. Recommends the use of performance rating in promotions, salary increase, training, etc.	5	4	3	2	1
h. Maintains records of performance reports	5	4	3	2	1

Part III:

Please rank the following problems according to the degree by which they affect the competence of your human resource manager, with the following as basis:

5 – very high (VH) means that the problem affects competence 96% to 100%

4 – high (H) means that the problem affects competence 76% to 95%

3 – moderate (M) means the problem affects competence 51% to 75%

2 – low (L) means the problem affects competence 50% or less

1 – means that this is not a problem to the agency

Problems Encountered	5	4	3	2	1
1. Lack of management support in HR programs and activities					
2. No full authority because only designated or acting HRM					
3. Lack of training for Human Resource Managers					
4. Influence of politics in the implementation of programs and activities					
5. No clear delineation of functions between administrative office and human resource officer/manager					
6. Lack of finance to implement HR programs and activities					
7. Human Resource Managers are not part in the planning of the agency					
8. Lack previous experience in handling HR activities					
9. Educational background not fit for the job					

*** END***

THANK YOU SO MUCH FOR YOUR TIME! ☺

Appendix "E"
QUESTIONNAIRE FOR HUMAN RESOURCE MANAGERS

Dear Respondent,

The undersigned is doing a research on the duties and responsibilities of Human Resource Managers in some selected government and non-government agencies in Baguio and Benguet along the areas of personnel selection, career training and development, employee welfare and benefits and performance appraisal, as a requirement for Master of Arts in Education major in Guidance and Counseling degree from the Benguet State University.

In her desire to secure the much-needed data for this study, the researcher request that you answer questions truthfully and honestly. Rest assured that your answers will be strictly confidential.

Thank you.

CECILE AGUILAN – BASAWIL
Researcher

Part I: Personal Profile

1. Name (optional) : _____
2. Agency employed in : _____
 - 2.1 check the type of agency employed in:
 - a. ___ government
 - b. ___ non-government
3. Position / Designation : _____
4. Age (please check)
 - a. ___20-29 years old
 - b. ___30-39 years old
 - c. ___40 years and above
5. Education (please check):
 - ___ College Graduate
Course: _____
 - ___ Masters degree holder
Course: _____
 - ___ Doctorate degree holder
Course: _____
6. Years of professional experience in human resource:
___ less than 5 years ___ 5-10 years ___ more than 10 years
7. Trainings attended: (please check the trainings you have attended for the last 5 years)

- A. Character Building Program
 - Staff orientation / Recognition seminar
 - Values Orientation/Moral Recovery Program
 - Alay sa Bayan Induction Program
 - Human Relations Seminar
- B. Expertise Building Program
 - Personnel Management Seminar
 - Appointment Preparation Seminar
 - Personnel Selection and Promotion Seminar
 - Seminar Workshop on Civil Service Laws and Rules
 - Counselor's Program
 - Strategic Planning & Policy Review Workshop
 - Administrative Discipline
 - Performance Evaluation Seminar
- C. Leadership and Management Programs
 - Supervisory Development Course
 - Program for Future Leaders
 - Supervisor Effectiveness for Improved Quality & Productivity
 - Interaction Management
 - Empowerment
- D. Total Quality Programs
 - Total Quality Management
 - Presentation Skills
 - Gender Sensitivity Seminar
 - Monitoring and Evaluation
 - Reengineering the Bureaucracy
 - Computer Literacy Program

Part II. On Professional Competence

Listed below are some of the general duties and responsibilities of human resource managers in both government and non-government agencies. Kindly encircle the number that corresponds to your level of competence on the given duties and responsibilities.

- 5 – very high (VH) means that the competence level is 96% to 100% every time the role is performed
- 4 – high (H) means that the competence level is 76% to 95% every time the role is performed
- 3 – moderate (M) means that the competence level is 51% to 75% every time the role is performed
- 2 – low (L) means that the competence level is 50% or less every time the role is performed
- 1 – not competent (NC) means that the respondent is not at all competent every time the role is performed

1. Personnel Selection	VH	H	M	L	NC
a. Prepares and updates plantilla of personnel	5	4	3	2	1
b. Develops and maintains merit promotion plan and system of ranking positions	5	4	3	2	1
c. Develops agency recruitment program	5	4	3	2	1
d. Evaluates qualifications of applicants and prepares short list of applicants	5	4	3	2	1
e. Participates in personnel selection and deliberation	5	4	3	2	1
f. Prepares and submits appointment documents	5	4	3	2	1

2. Career Training and Development	VH	H	M	L	NC
a. Prepares a comprehensive training and development plan	5	4	3	2	1
b. Conducts orientation programs for new employees	5	4	3	2	1
c. Conducts character building programs	5	4	3	2	1
d. Utilizes alternative strategies such as job rotation, OJT, coaching, etc	5	4	3	2	1
e. Coordinates with training institutions	5	4	3	2	1
f. Provides access to scholarships and other personnel advancement opportunities	5	4	3	2	1

3. Welfare Benefits and Services	VH	H	M	L	NC
a. Prepares payroll/salary vouchers	5	4	3	2	1
b. Prepares certifications (salary received, appearance, employment etc)	5	4	3	2	1
c. Processes leave applications and claims (monetization, terminal, maternity etc)	5	4	3	2	1
d. Prepares notices on salary adjustments, etc.	5	4	3	2	1
e. Processes retirement / separation claims	5	4	3	2	1
f. Coordinate with other offices on provision of other benefits (bank loans, housing, etc)	5	4	3	2	1
g. Develops and maintains up to date employee incentives and awards systems	5	4	3	2	1
h. Provides counseling services	5	4	3	2	1
i. Prepares reports on leaves, absences, tardiness as well as updates personnel records	5	4	3	2	1

4. Performance Appraisal	VH	H	M	L	NC
a. Develops and maintains up to date performance evaluation system	5	4	3	2	1
b. Assists supervisors and subordinates in accomplishing action plans and rating forms	5	4	3	2	1
c. Facilitates performance review	5	4	3	2	1
d. Analyzes employees' performances	5	4	3	2	1
e. Monitors the submission of performance appraisal reports	5	4	3	2	1
f. Reviews performance appraisal reports	5	4	3	2	1
g. Recommends the use of performance rating in promotions, salary increase, training, etc.	5	4	3	2	1
h. Maintains records of performance reports	5	4	3	2	1

Part III:

Please rank the following problems according to the degree by which they affect your competence as a human resource manager of your agency, with the following as basis:

5 – very high (VH) means that the problem affects competence 96% to 100%

4 – high (H) means that the problem affects competence 76% to 95%

3 – moderate (M) means the problem affects competence 51% to 75%

2 – low (L) means the problem affects competence 50% or less

1 – not a problem at all (NP)

Problems Encountered	VH	H	M	L	NP
1. Lack of management support in HR programs and activities	5	4	3	2	1
2. No full authority because only designated or acting HRM	5	4	3	2	1
3. Lack of training for Human Resource Managers	5	4	3	2	1
4. Influence of politics in the implementation of programs and activities	5	4	3	2	1
5. No clear delineation of functions between administrative office and human resource officer/manager	5	4	3	2	1
6. Lack of finance to implement HR programs and activities	5	4	3	2	1
7. Human Resource Managers are not part in the planning of the agency	5	4	3	2	1
8. Lack previous experience in handling HR activities	5	4	3	2	1
9. Educational background not fit for the job	5	4	3	2	1

THANK YOU SO MUCH FOR YOUR TIME!! ☺

Appendix "F"
Republic of the Philippines
DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT
Cordillera Administrative Region
#40 North Drive, Baguio City

Letter to Heads of Organizations

July 17, 2006

DR. ROGELIO D. COLTING
President
Benguet State University
La Trinidad, Benguet

Dear President Colting:

I am a graduate student pursuing Master of Arts in Education major in Guidance and Counseling at the Graduate School of Benguet State University. I have chosen your employees as respondents of my study. May I request from your good office to allow me to administer my questionnaires to five (5) of your employees, 1 Human Resource Officer and 4 other employees not necessarily from the Personnel Unit.

My research is entitled, "Professional Competence of Human Resource Managers: A Guidance Perspective for Career Development".

Thank you so much and anticipating a positive response regarding the request.

Very truly yours,

(Sgd.) CECILE AGUILAN-BASAWIL
Researcher

Noted by:

(Sgd.) LEONILA R. SITO, Ph. D.
Adviser

(Sgd.) TESSIE MERESTELA, DAgr.
Dean

Approved:

(Sgd.) ROGELIO D. COLTING, Ph. D.
President

Appendix "G"
LIST OF RESPONDENTS
NON GOVERNMENT AGENCIES

- 1 AMA Learning Center
 - 2 Baguio Central University (BCU)
 - 3 Baguio Country Club
 - 4 Baguio Medical Center
 - 5 Benguet Central College (BCC)
 - 6 Cordillera Career Development College
 - 7 Data Center College
 - 8 Easter College Incorporated (ECI)
 - 9 Eastern Luzon Colleges
 - 10 Internaitonal Christian Colleges (ICC)
 - 11 John Hay Management Corporation
 - 12 Lepanto Mining Corporation
 - 13 North Luzon University (NLU)
 - 14 STI-Baguio
 - 15 University of Baguio (UB)
- 

Appendix "G"
LIST OF RESPONDENTS
NON GOVERNMENT ORGANIZATIONS

- 1 AMA Learning Center
 - 2 Baguio Central Universty (BCU)
 - 3 Baguio Country Club
 - 4 Baguio Medical Center
 - 5 Benguet Central College (BCC)
 - 6 Cordillera Career Development College
 - 7 Data Center College
 - 8 Easter College Incorporated (ECI)
 - 9 Eastern Luzon Colleges
 - 10 International Christian Colleges (ICC)
 - 11 John Hay Management Corporation
 - 12 Lepanto Mining Corporation
 - 13 North Luzon University (NLU)
 - 14 STI - Baguio
 - 15 Unviersity of Baguio (UB)
- 

Appendix "H"
LIST OF RESPONDENTS
GOVERNMENT AGENCIES

- 1 Baguio General Hospital & Medical Center (BGH-MC)
- 2 Benguet State University (BSU)
- 3 Bureau of Internal Revenue (BIR)
- 4 Civil Service Commission (CSC)
- 5 Commission on Audit (COA)
- 6 Commission on Higher Education (CHED)
- 7 Commission on Information and Communications Technology (CICT)
- 8 Cooperative Development Authority (CDA)
- 9 Department of Agrarian Reform (DAR)
- 10 Department of Agriculture (DA)
- 11 Department of Budget and Management (DBM)
- 12 Department of Education (Dep Ed)
- 13 Department of Environment and Natural Resources (DENR)
- 14 Department of Health (DOH)
- 15 Department of Labor and Employment (DOLE)
- 16 Department of Public Works and Highways (DPWH)
- 17 Department of Science and Technology (DOST)
- 18 Department of Tourism (DOT)
- 19 Department of Trade and Industry (DTI)
- 20 National Commission on Indigenous Peoples (NCIP)
- 21 National Economic Development Authority (NEDA)
- 22 National Statistics Office (NSO)
- 23 Overseas Workers Welfare Administration (OWWA)
- 24 Philippine Health Insurance Company (PHIC)
- 25 Philippine Military Academy (PMA)
- 26 Philippine Postal Corporation (PPC)
- 27 Professional Regulatory Commission (PRC)
- 28 Social Security System (SSS)
- 29 Technical Education and Skills Development Authority (TESDA)
- 30 University of the Philippines, Baguio (UP-B)

Appendix "G"
LIST OF RESPONDENTS
NON GOVERNMENT ORGANIZATIONS

- 1 AMA Learning Center
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- 

BIOGRAPHICAL SKETCH

The author had the privilege of growing up in a paradise, surrounded by lush greens, fresh air and picturesque environment, Sagada.

She is the 3rd child of Manuel and Evangeline Gewan-Aguilan, of Besao and Sagada, Mt. Province. She has 4 siblings, Susan, Geraldine, Manuel James Jr. "Binky" and Joseph James "Dexter".

Her father is an Overseas Filipino Worker (OFW) for the last 27 years while her mother is a college instructor in the Mt. Province State Polytechnic College in Bontoc, Mt. Province after retiring as the principal of St. Mary's School in Sagada.

Coming from an average family, her parents inculcated in them the value of education, since they do not have land or riches to inherit to secure their future. Further, education is something that others will not be able to take away.

Cecile has been an honor student since grade 1 and placed 5th in the top ten during her graduation from Sagada Central School (Bumabanga) in 1992. She was also the Press Relations Officer (PRO) in the Pupils Government Organization.

She finished 1st and 2nd year high school in St. Mary's School. Since her mother would be on leave for a year (1995) to finish her dissertation in BSU, she transferred to Easter College Incorporated (ECI) for her 3rd and 4th year. She was the 4th honor in the top ten of the class and was the recipient of the Executive Director's Award, entitling her to a full scholarship in ECI, but decided to pursue her studies elsewhere. Aside from excelling in her studies, she also participated in extra curricular activities in school.

Among others, she was a glee club member in Sagada, and in the cast of the school's productions *Fiddler on the Roof* and *the King and I*. Also, she was a feature writer in the paper, *Eastertide*, and was able to join in the Regional and National Schools Press Conferences.

With Nancy Drew and Hardy Boys for inspirations, she enrolled at the University of the Philippines for the degree Bachelor of Arts in Social Sciences major in Psychology and Political Science, a perfect combination for forensics, a career she wanted to pursue, and graduated in April 2000.

During her stay in college, she was a Dean's Lister and College Scholar. She also was a member of the Student Council -1st to 3rd year representative, and in 4th year became the division assembly representative to faculty meetings. She was a member of the different

organizations like Christian Crusade for Christ (CCC), Paggawisan Tako Am-in (PAGTA), Politically Inclined Student (POLIS), League of Filipino Students (LFS), National Union of Students in the Philippines (NUSP), Integrated Students in Psychology (ISIP) and a Pahinungod volunteer.

She cross enrolled in St. Louis University during her last semester in college and took up some units in Bachelor of Science in Secondary Education (BSED), to enable her to take the Licensure Exam for Teachers (LET), for which she passed.

She is also CS Professional and Sub-Professional eligible.

She was fortunate to be employed immediately, (June 2000) as an Instructor in the Cordillera Career Development College (CCDC) with the Criminology Department and at the same time the Research Assistant of the UP-Pahinungod. In the first quarter of 2001, she decided to try working in the government.

She was employed by the Department of Social Welfare and Development (DSWD-CAR) starting as Clerk II in 2001, was promoted to Social Welfare Assistant, and currently holds an Administrative Assistant III position. She was assigned in different units, starting from the Reception and Study Center for Children (RSCC), Training, Standards, Office of the Regional Director as Executive Assistant and

now with the Personnel Unit and concurrently designated as the region's Psychometrician. She is also a member of different committees of the agency.

During the leadership of Atty. Dulfie Tobias-Shalim, the agency won the 1st place in a nationwide courtesy campaign contest held by the Philippine Government Employees Association (PGEA), where she was a member of the cast and played the role of "Vivian" in the play. Among others, they were able to perform their winning piece in the Malacañang Palace, Phil-AM theater, DSWD Central Office and Hotel Supreme during separate activities.

She is a scholar under the department's MC 07, s. 2006 otherwise known as the Educational Program for DSWD Employees for her master's degree. At the same time, through the efforts of the late Estephania Aldaba-Lim, past DSWD Secretary and through the funding of the Aldaba-Lim Foundation, she is one of the recipients to the Continuing Comprehensive Education for Psychologists, a three year program to enhance the capabilities of the department's psychologists that commenced in 2006 and will end in 2008.

All these experiences and achievements are continuing to holistically mold her. These however, would not have been possible

without the help of everyone around her, especially her supportive husband, Nell George "Toldang" Lizardo-Basawil.

