International Journal of Research Publication and Reviews

Strategic Action Plan for Private Colleges Competencies and Job Engagement of the Human Resources

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ABSTRACT

The advent of the 21st century world ushered in great changes and challenges not only in the economy, but also in the education setting. It transformed the traditional, local setting to that of a globalized society to cope with those challenges. Manpower resources were urged to upgrade themselves to become more effective in the workplace setting, thus setting higher criteria for professionalism, knowledge, skills, and attitude. With these challenges in mind, the researcher sought to ascertain the level of competencies of human resources of forty-four (44) from private colleges in Oriental Mindoro, Philippines in terms of performance, decision-making, and skill. In the same manner, the extent of job engagement of the human resources in terms of physical, emotional, and cognitive was also measured. Descriptive research was used in the study, with researcher-made questionnaire composed of two parts was constructed. Part I included the level of competencies of the human resources in terms of performance, decision-making, skill and knowledge, and Part II determined the extent of job engagement of the human resources in terms of physical, emotional, and cognitive. These questionnaires were tested for its reliability prior to distribution, and results revealed it to be reliable using the Pearson's r.

Results revealed that the competencies of the human resources in terms of performance, decision-making, skill, and knowledge obtained very satisfactory qualifications in their present position. Similarly, the physical, emotional, and cognitive job engagements of the human resources were likewise very satisfactory. A Strategic Action Plan was proposed to clearly outline the areas of concern, the key performance indicators and the action plan for each area. Recommendations include more encouragement for the decision-making skill of its human resources, regular assessment of performances of all personnel from highest to lowest position in the office, and provide more equal opportunity to maximize personal and organizational performance.

Keywords: Competencies Of Human Resources, Job Engagement, Strategic Action Plan

Introduction

The past two decades have witnessed extraordinary transformations in the nature of work and organization. Globalization and heightened international competition have spurred a marked increase in mergers and acquisitions, as organizations position themselves to perform in the 21st century world economy. The modern workplace has experienced a sustained period of delayering management structures, downsizing, and "offshoring," as organizations strive to contain costs and achieve more with fewer resources. Additionally, organizations have enlisted the massive advances in communications and information technology that have emerged during the last twenty years to streamline planning and decision-making processes, eliminate redundancy of effort, and enhance productivity.

Such technologies have enabled collaboration in ways never before seen, which has led to an increase in the ability of organizations to compete globally via virtual teaming, but also to a decline in face-to-face or "real-time" interaction between employees. These advances have triggered subsequent rounds of outsourcing, as well, which began with manufacturing operations, but now increasingly include the once considered "safe" jobs of white collar, professional knowledge work. To complicate matters further, major demographic and social shifts associated with the global workforce, the rise in dual income couples, the aging of the "Baby Boomers" and the convergence of four generations in today's workplace have introduced additional complexities and challenges into how organizations manage their people. While organizations have benefited from this period of change by way of increased productivity and profitability, there have also been negative impacts on the psyche of the workforce. Job loss, questions about job security, increased anxiety and continued exposure to ambiguity are only some of the many effects that comprise the shadow of this era.

When considered holistically, these changes have resulted in a drastic redefining of the fundamental relationship between employer and employee, characterized as the "psychological contract". The psychological contract in terms of the mutuality of subjective expectations (which are

often tacit or unspoken agreements) held by employer and employee governs the employment relationship. Rousseau (2009) developed the concept further in her seminar work, refining the definition of the psychological contract as the set of beliefs held by an individual about the terms of a reciprocal exchange agreement between the employee and her or his organization. Unlike formal contracts, the psychological contract is by its nature perceptual, and as such, parties in the exchange may have varying interpretations of the obligations that comprise the agreement. For decades, employers provided the promise of lifetime employment, consistent and predictable benefits, and advancement opportunities to competent workers in exchange for their hard work, loyalty and commitment (Welbourne, 2007). But during the past twenty years, as organizations laid off employees, as jobs and functions were outsourced to countries with lower wages, and as management ranks were reduced to make organizations more lean and agile – all while technological advances heightened expectations around employee productivity and responsiveness – organizations altered the terms of the contract. The "new" psychological contract is considerably looser in terms of the amount of reciprocal commitment promised by organizations and their members alike.

Employees are expected to take on increased amounts of work, be more flexible, work longer hours and sustain performance through virtually continual states of ambiguity and change. Instead of job security, employees can expect from their organization opportunities to develop "employability security" through skills development and lateral movements across functions and operating entities. In return for fulfilling their end of the new contract, employees also expect increased pay, performance-based rewards, and the ability to move to new roles inside and outside the organization when it makes sense for them to do so in order to manage their own careers. During this period of transition to the new employment relationship, some have argued that employee cynicism has emerged in response to perceived "breaches" in the traditional psychological contract (Feldman, 2010). Dean et al. (2008) define organizational cynicism as, a negative attitude toward one's employing organization, comprising three dimensions: (1) a belief that the organization lacks integrity; (2) negative effect toward the organization; and (3) tendencies to disparaging and critical behaviors toward the organization that are consistent with these beliefs and effect. Although seldom has empirical work examined the outcomes of employee cynicism (Dean et al, 2008), an insightful study by Anderson and Bateman (2007) found a significant relationship between organizational cynicism and increased fulfillment of unethical requests, as well as decreased organizational citizenship behavior. Perhaps to counter the tumult associated with the vast changes that have taken place in the nature of work and organization over the past two decades, a recent trend has emerged that shifts focus away from deficiencies (like organizational cynicism) and onto strengths and strengths-based management. Seligman and Csikszentmihalyi (2010) first described what is now considered the positive psychology "movement" in an effort to pay more attention to the study of optimal functioning.

Among many streams of new or renewed research that have come forth via positive psychology, employee engagement is an area of study and practice that addresses the nature of discretionary, "above-and beyond" activity in the workplace. As employees and their employers negotiate the terms of the new psychological contract, both parties have shared, complementary interests in re-defining what it means to be "engaged" at work. Thus, the study proposes strategic action plan forprivate colleges competencies and job engagement of the human resources
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Methods

The descriptive research was used in the study.In this study, the level of competencies of the human resources in terms of performance, decision-making, and skill was evaluated. In the same manner, the extent of job engagement of the human resources in terms of physical, emotional, and cognitive will be measured.

The respondents of the study were the forty-four (44) from private colleges in Oriental Mindoro, Philippines.

The study used a self-prepared questionnaire composed of two parts. Part I included the level of competencies of the human resources in terms of performance, decision-making, skill and knowledge will be evaluated. Part II determined the extent of job engagement of the human resources in terms of physical, emotional, and cognitive.

The instrument was pre-tested to 10 non-respondents of study over a ten-day period. After 10 days, the questionnaires were given again to the same respondents. The reliability was computed using Pearson's r.

Test-retest results

Variable	r-values	Relationship	Interpretation
1. performance	0.97	Very High	Reliable
2. decision-making	0.93	Very High	Reliable
3. skill	0.95	Very High	Reliable
4. knowledge	0.94	Very High	Reliable
5. physical	0.98	Very High	Reliable
6. emotional	0.92	Very High	Reliable
7. cognitive	0.91	Very High	Reliable

A 5-point numerical scale with statistical limit and verbal description were used to describe the level of competencies of the human resources in terms of performance, decision-making, skill and knowledge and the extent of job engagement of the human resources in terms of physical, emotional, and cognitive.

Numerical Scale	Statistical Limit	Verbal Description
5	4.50 – 5.00	Very High/Very High Extent
4	3.50 – 4.49	High/High Extent
3	2.50 – 3.49	Moderate/Moderate Extent
2	1.50 – 2.49	Low/Low Extent
1	1.00 – 1.49	Very Low/Very Low Extent

A letter of request was secured from the presidents of private colleges. Upon its approval, proper coordination with the respondents concerned was done. The researcher was personally administered the questionnaire to ensure that all items were answered.

In the treatment of data, descriptive statistics including weighted mean were used to describe the variables of the study.

Problem 1 Level of competencies of the human resources

1.1 performance

Table 1presents the mean level of competencies of the human resources in terms of performance.

Specifically, the respondents find ways to do things better, faster, or cheaper with the highest mean score of 3.76 which is described as high. Moreover, the respondents also take personal responsibility for the performance necessary to achieve goals and objectives with the lowest mean score of 3.52 and also described as high.

The overall mean of 3.63 reveals that the level of competencies of the human resources in terms of performance is perceived as high.

Findings imply that to competently perform well, the respondents need to know what is expected of them. The starting point is an up-to-date job description that describes the essential functions, tasks, and responsibilities of the job. It also outlines the general areas of knowledge and skills required of the employee an employee to be successful in the job. An employee should understand why the job exists, where it fits in the organization, and how the job's responsibilities link to organization and department objectives.

Table 1. Mean level of competencies of the human resources in terms of performance

Items	Mean	Rank	Description
1. Sets goals and objectives that are personally meaningful and challenging.	3.70	3	High
2. Articulates clear and specific long range goals.	3.62	4	High
3. Finds ways to do things better, faster, or cheaper.	3.76	1	High
4. Acts to do things that meet or exceed standards of excellence.	3.72	2	High
5. Develops or uses procedures to ensure work is completed on time or that work meets agreed upon standards of quality.	3.54	6.5	High
6. Takes action in the face of a significant obstacle	3.54	6.5	High
7. Takes repeated actions or switches to an alternative strategy to meet a challenge or overcome an obstacle.	3.60	5	High
8. Takes personal responsibility for the performance necessary to achieve goals and objectives.	3.52	8	High
OVERALL MEAN	**3.63**		**High**

1.2 Decision-making

Table 2 presents the mean level of competencies of the human resources in terms of decision-making.

Finding also shows that the respondents personally seek information from others   in making decision with the highest mean score 3.64 which is described as high. On the other hand, the item stating that the respondents stick with own judgment in the face of opposition or early lack of success as moderate with the lowest mean score 3.38 and also high in description.

The overall mean of 3.49 indicates that the level of competencies of the human resources in terms of decision-making is perceived as moderate.

Results imply that decision- making is one of the most important recurring responsibilities facing the respondents but done moderately in the organization. Choices are called for on a regular basis with important consequences. To make a decision, they must choose among ways to deal with problems confronting the organization. The choice among these alternatives often makes irrevocable commitments. Once a decision is made, resources have been committed that are seldom recoverable. It means that personnel should minimize the margin for error by planning and good decision making.

Table 2. Mean level of competencies of the human resources in terms of decision-making

Items	Mean	Rank	Description
1. Seeks autonomy from the rules or control of others.	3.44	5.5	Moderate
2. Sticks with own judgment in the face of opposition or early lack of success.	3.38	8	Moderate
3. Expresses confidence in own ability to complete a difficult task or meet a challenge.	3.54	3	High
4. Deliberately calculates risks and evaluates alternatives.	3.40	7	Moderate
5. Takes action to reduce risks or control outcomes.	3.58	2	High
6. Places self in situations involving a challenge or moderate risk.	3.48	4	Moderate
7. Personally seeks information from others in making decision.	3.64	1	High
8. Does personal research on how to provide a service.	3.44	5.5	Moderate
OVERALL MEAN	**3.49**		**Moderate**

1.3 skill

Table 3 presents the mean level of competencies of the human resources in terms of skill.

Result shows that the respondents are striving to achieve work goals with the highest mean score of 3.80 and is described as high. While, the respondents also highly maintain a positive "can do" attitude with the lowest mean score of 3.56.

With the overall mean score of 3.66, results reveal that the level of competencies of the human resources in terms of skill is high.

Findings imply that competencies, therefore, may incorporate a skill, but are more than the skill they include abilities and behaviors, as well as knowledge that is fundamental to the use of a skill. Most importantly, the office must provide training for human resources for further development of these skills in which, of course, will be the benefit of the individual and the college.

Table 3. Mean level of competencies of the human resources in terms of skill

Items	Mean	Rank	Description
1. Communicates clearly with others.	3.74	2	High
2. Listens actively to what others say they need.	3.62	6	High
3. Collaborates with colleagues.	3.66	4.5	High
4. Shows commitment to the work.	3.66	4.5	High
5. Identifies innovative solutions to the problems encountered.	3.58	7	High
6. Maintains a positive "can do" attitude.	3.56	8	High
7. Sees setbacks as manageable.	3.68	3	High
8. Strives to achieve work goals.	3.80	1	High
OVERALL MEAN	**3.66**		**High**

1.4 knowledge

Table 4 presents the mean level of competencies of the human resources in terms of knowledge.

Specifically, the respondents highly demonstrate a genuine interest in understanding job needs and takes personal responsibility for meeting these job needs with the highest mean score of 3.70. Furthermore, the respondents moderately initiate opportunities to improve service with the lowest mean score 3.40.

The overall mean of 3.58 specifies that the level of competencies of the human resources in terms of knowledge is perceived as high.

These imply that the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced human resource performance and ultimately result in organizational success. To understand competencies, it is important to consider knowledge as the cognizance of facts, truths and principles gained from formal training and experience. Application and sharing of one's knowledge base is critical to individual and organizational success.

Systems theory best supports the finding. A system is an interrelated set of elements functioning as a whole. By viewing an organization as a system, we can identify four basic elements: inputs, transformation processes, outputs and feedback. Inputs are material, human, financial, and information resources the organization gets from its environment. Through technological and managerial processes, these are transformed into inputs. Outputs include products, services, or both (tangible and intangible), profits, losses, or both (even not-for-profit organizations must operate within their budgets): employee behaviors; and information. Finally, the environment reacts to these outputs and provides feedback to the system.

Table 4. Mean level of competencies of the human resources in terms of knowledge

Items	Mean	Rank	Description
1. Demonstrates a genuine interest in understanding job needs and takes personal responsibility for meeting these job needs.	3.70	1	High
2. Monitors own work to ensure errors are not made or repeated.	3.54	6	High
3. Seeks information to ensure awareness of changes or initiatives important to delivery of service.	3.64	3.5	High
4. Asks questions for clarification from the appropriate source.	3.64	3.5	High
5. Uses information to consider alternatives and possible consequences of decisions and actions.	3.66	2	High
6. Initiates opportunities to improve service.	3.40	8	Moderate

7. Participates in quality improvement initiatives that are designed to bring improvements forward.	3.56	5	High
8. Gets others to improve of service by encouraging improvement.	3.52	7	High
OVERALL MEAN	**3.58**		**High**

Problem 2 Extent of job engagement of the human resources

2.1 physical

Table 5 presents the mean extent of job engagement of the human resources in terms of physical.

As reflected, the respondents to a high extent exert full effort to the job with the highest mean score 3.86. On the other hand, the respondents to a high extent continue working for very long periods at a time on the job with the lowest mean score of 3.50.

With the overall mean score of 3.70, the respondents' job engagement of the human resources in terms of physical are described as high extent.

This further means that the respondents make use of their own abilities to achieve physical involvement in their job Furthermore, the result shows that the human resource is efficient in the discharge of their function by showing themselves as persons with talents, skills, and professional insights which motivate them. Their actions also reflect leadership by shared efforts and risk in problem solving and in encouraging their needs for growth and development in their profession.

Table 5. Mean extent of physical job engagement of the human resources

Items	Mean	Rank	Description
1. Exerts full effort to the job.	3.86	1	High
2. Devotes a lot of energy to the job.	3.70	5	High
3. Shows dexterity and agility on the job.	3.68	6	High
4. Tries the hardest way to perform well the job.	3.72	4	High
5. Strives hard to complete the job.	3.74	3	High
6. Exerts a lot of energy on the job.	3.66	7	High
7. Continues working for very long periods at a time on the job.	3.50	8	High
8. Feels strong and vigorous on the job.	3.76	2	High
OVERALL MEAN	**3.70**		**High**

2.2emotional

Table 6 presents the mean extent of job engagement of the human resources in terms of emotional.

As gleaned in the table, the respondents to a high extent express interest and indicate being proud to the job with both highest mean score of 3.82 respectively for items 3 and 4. In addition, the respondents to a high extent demonstrate being energetic about the job with the lowest mean score of 3.62.

The overall mean of 3.73 describes that the job engagement of the human resources in terms of emotional is perceived to a high extent.

This also implies that the respondents get along with each other. They know their abilities and weaknesses and share ideas on how particular tasks can best be achieved. Planning and staffing play important roles in the sense that abilities of the private colleges human resources to provide the right chemistry in pooling the efforts of the teachers are a prerequisite. Establishing a well-defined and achievable target and considering the requirements of the task are important factors in determining the success of any endeavor.

Table 6. Mean extent of emotional job engagement of the human resources

Items	Mean	Rank	Description
1. Shows enthusiasm about the job.	3.68	7	High
2. Demonstrates being energetic about the job.	3.62	8	High
3. Expresses interest in the job.	3.82	1.5	High
4. Indicates being proud to the job.	3.82	1.5	High
5. Affirms positivism about the job.	3.70	6	High
6. Displays excitement about the job.	3.72	5	High
7. Finds the job with full of meaning and purpose.	3.74	3.5	High
8. Considers the job more challenging.	3.74	3.5	High
OVERALL MEAN	**3.73**		**High**

2.3 Cognitive

Table 7 presents the mean extent of job engagement of the human resources in terms of cognitive.

The respondents to a high extent show focus in mind on the job with the highest mean score of 3.70. Likewise, the respondents to moderate extent decide based on research on the job with lowest mean score of 3.48.

Collectively, the mean extent of job engagement of the human resources in terms of cognitive is high as indicated by the overall mean of 3.62.

This implies that cognitive job engagement contributes to the efficient performance of the human resources as well. This means that adherence organizational plans and objectives, sharing of knowledge and skills, and assuming responsibility are factors leading to an efficient performance.

The data above is best explained by the organizational development theory. It expounds the principles of five concepts under the OD Theory which are as follows: it is planned, which means that an organizational development program involves a systematic diagnosis of the organization, the development of strategic plan for improvement and the effective mobilization of resources to carry out efforts; it involves the total system, which relates that an organizational development effort is linked to the total organizational change such as change in culture or reward system as the total managerial strategy; it is managed from the top, stressing that the top management of the system has a personal investment in the program and its outcomes; it is developed to increase organization effectiveness and health under which the ideal, effective and healthy organization is picture out; and it achieves its goals through planned intervention and behavior science knowledge which spells out success for the organization because a strategy is developed out of intervening or moving into the existing organization and helping it, examine its present ways of work, norms and values.

Table 7. Mean extent of job engagement of the human resources in terms of cognitive

Items	Mean	Rank	Description
1. Shows focused mind on the job.	3.70	1	High
2. Pays a lot of attention to the job.	3.62	4.5	High
3. Concentrates on the job activities.	3.66	3	High
4. Performs a great deal of details on the job.	3.58	6.5	High
5. Shows being absorb on the job.	3.62	4.5	High
6. Thinks for the best decision on the job.	3.58	6.5	High
7. Job decisions are research based.	3.48	8	Moderate

8. Consults others when making decisions on the job.	3.68	2	High
OVERALL MEAN	**3.62**		**High**

Problem 3 Strategic action plan

Today, change is the order of the day and the changes are sweeping, comprehensive, rapid and radical. Like it or not, this is the condition in which we find ourselves today- a time of change.

The private colleges, as with most major service institutions, has just about completed its reorganization process. Structures are in place and people are just about completely fielded to their new posts. And like all human institutions under change, it is people that will bear the final impact of this change.

Thus, change has far reached effects on people. It has impact on the important areas of the human experience of work, personal life and the total systems of the organization.

With this, private colleges system operates within a total organizational development process. The main components are strategy which will ensure that the people development is focused on the main objectives of the organization; structure which creates and enable every member of the organization to optimize his or her contribution to the overall performance of the organization and at the same time achieve his highest potential as a worker or professional as a person; and the spirit which is the management task of creating shared corporate vision and values, self-responsibility, the attitudes of effectiveness, productivity, integrity, service and the sense of high personal achievement.

The benefits of the program are impact on greater client satisfaction; increased productivity through people achieved through motivating the workers in the context of mutual self-interest, redesign of work to enable them to work smarter, not harder and providing opportunities for total self-responsibility; higher productivity worker morale through the participative or co-creative approach, people develop a sense of pride and fulfillment not only in their own work but in the achievement of the organization as a whole; continuing or continuous learning and development because participative nature of the process, habits of continuous learning developed in the activities are effectively transferred to the group as a whole and the individual in particular; improved control of performance and quality service; and cost effectiveness which client orientation of all work simplification activities ensures not only that there will be savings but whatever is saved is channeled to optimizing delivery service.

Private colleges, like all major service institutions today is under pressure to perform both in producing results in services as well as in the spirit of service it is called to exemplify.

The work to carve this performance under the extraordinary circumstance of a revolutionary change cannot be the work of a few brilliant souls alone, however capable they may be. Nor can the demands of change be borne by any one unit. We must rise as one brilliant with the slow, the strong with the weak, the front-line with the back-line, management with labor.

It is only a total systems approach that can cope with this crisis. And the task is to enable the ordinary person extraordinary well in the shortest possible time in total harmony with the new direction of private colleges.

Based on the foregoing discussion, a strategic action plan can be proposed for creating a human organization in the new direction and strategy of private colleges.

Table 8. Proposed strategic action plan

Areas of Concern	Key Performance Indicator	Action Plan
Organization Development (OD). OD is the planned and systematic approach to enabling sustained organization performance through the involvement of its people. Strategically the OD emphasis is placed on a continuous review process and not just as a one off change intervention. The HR OD business support includes collecting, analyzing and acting on data and information and using this to provide insight across all areas of the organization	1. Three OD initiatives in partnership with organizations 2. Three organization wide projects	1. Design and implement the 1st OD Diagnosis collaborating with the design of the employee engagement survey. 2. Carrying out documental research and random interviews with staff to identify areas for potential improvement and change. 3. Collaborate as an internal consultant for potential changes within organization. 4. Increase our profile and create awareness of OD services to organization, to continue working as an internal

in order to facilitate change in a systematic way.		consultant for the organization for any change projects 5. Partner with organizations in their action planning from OD Diagnosis. 6. Project & initiatives to mainly focus on embedding the organizational culture and providing mechanisms for employee voice to feed into organization-wide changes. 7. Create a mechanism to gather continuous employee voice and feedback. 8. Develop key working forums within human resources and facilitate the exchange of best practices to support project teams in addressing common areas for improvement. 9. Review our current position in relation to the strategic vision and plan any required projects/ initiatives.
Competencies and Engagement. Continuous workforce improvement through structured initial training, updating and improving skills and the development of leadership capacity should be a priority for a dynamic and agile organization. The Learning and Development (L&D) offering (formerly known as "staff development") will continue to improve business outcomes by enabling line managers to identify requisite skills and aptitudes which may be missing, mismatched or which may need improvement and thereafter providing the most appropriate development within budget. The tough economy and delivery pressure defines a resource light/challenge-rich operating environment full of both promise and peril. The strategic L & D provision will ensure employees with most up-to-date and relevant skills working to the best of their ability in order to achieve University goals and objectives. Managed and communicated with enthusiasm, a well thought out L & D program will contribute to attracting, developing and retaining excellent staff across the organization by enriching the organizational brand and will reinforce the core values and behaviors through L&D provision to ensure a range of desired behaviors and practices is achieved and embedded.	1. 90% of appraisals returned within deadline 2. 14 performance management-related courses on core training program 65 participants in a management development program 3. 35 participants in a leadership development program	1. Design and deliver revised appraisal training, focusing on development of core skills: giving and receiving feedback, setting SMART objectives, identifying training needs. 2. Review and enhance existing appraisal documentation, introducing a more user-friendly format and an expanded range of assessment for achievement of agreed objectives. 3. Review existing management development courses and introduce changes to ensure that they are targeted appropriately. 4. Review existing provision of legal responsibilities training to establish how it could be improved to ensure that all staff are aware of and understand their legal obligations. 5. Design and deliver a comprehensive series of performance management workshops for all line managers, focusing on the development of relevant skills and provision of appropriate tools for managing performance, especially during change. 6. Introduce a 3-tier customer service program, focusing on the development of core skills and relationship management. 7. Re-develop existing core corporate management development program to ensure greater alignment with the organization's strategic direction. 8. Develop and pilot a new corporate leadership development program. 9. Pilot a coaching network. 10. Develop a series of workshops and other materials, in partnership with others across the organization, to ensure that all managers and staff are aware of and understand their legal obligations.

		11. Deliver and embed a full range of performance management workshops and materials for all managers. 12. Develop and pilot leadership development program. 13. Develop and implement consultancy interventions aimed at enhancing team working. 14. Implement an internal coaching network. 15. Embed a high-performing culture across the organization. 16. Embed leadership and management development program while supporting cohorts of competent and inspirational leaders and managers at all levels across the organization.
	1. Core values and behaviors adopted in 100% of overall L&D products and activities.	1. Ensure the core program of learning events is directly linked to the achievement of the organization's strategic objectives. 2. Draft a competency framework based on the organization's core values and behaviors, and incorporate it into learning and development provisions to ensure regular and progressive reinforcement. 3. Review and refine appraisal and Training Needs Analysis processes to inform the Learning and Development provision. 4. Develop and launch an all-staff competency framework based on the organization's core values and behaviors. 5. Embed the competency framework into recruitment and selection as well as development and promotion activities. 6. Link and expand the L&D provision to ensure a demonstrable link with all core competences.

Conclusions

From the data gathered, analyzed and interpreted the following conclusions were drawn.

1. The competencies of the human resources in terms of performance, decision-making, skill and knowledge are manifestations of their very satisfactory qualifications in their present position.

2. The physical, emotional and cognitive job engagements of the human resources are very satisfactory.

3. The strategic action plan provides a starting point for direction and guides the development of specific, measurable actions in areas of organizational development, competencies and engagement that can be implemented in the organization to achieve our long and short terms goals and objectives.

Recommendations

From the conclusions drawn, the following recommendations are hereby forwarded:

1. The private colleges human resourceshould be given the advantage on decision making with the support of a committee coming from the technical personnel and staff.

2. The private colleges should regularly assess and monitor the performance of personnel fromhighest to lowest position in its office.

3. The private colleges should provide equal opportunity to their staff in providing constructive feedback to maximize and improve personal and organizational performance.

4. The private collegesshould unlock the potential of every personnel by providing them appropriate training in personality development, knowledge and skills to become more efficient and functional professionals.

5. The private colleges should enrich their organization by seeking further innovations in working and managing their activities.

6. Administrative and technical personnel should practice professionalism by developing harmonious relationship with their workmates and should seek professional growth by updating their knowledge not only by seminars and trainings provided by the office but also an individual effort like enrolling in graduate studies related to their field.

7. A similar study focusing on competencies and job engagement of the human resources could be conducted to improve the services ofprivate colleges.

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