



September 2014

A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone

Elisa A. Menor

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Menor, E.A., Gines, A.C., Navarro, A.M. (2014)
A 21st century skills strategic development program for the human resource
of mondriaan aura college, subic bay freeport zone
(Dissertation, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/179

**A 21ST CENTURY SKILLS STRATEGIC DEVELOPMENT PROGRAM
FOR THE HUMAN RESOURCE OF MONDRIAAN
AURA COLLEGE, SUBIC BAY FREEPORT ZONE**

**A Dissertation Submitted to the
Graduate Teacher Education Faculty, College of Graduate Studies and
Teacher Education Research, Philippine Normal University**

**In Partial Fulfillment of the Requirements for the Degree Doctor of
Philosophy in Educational Management**

by

**Elisa A. Menor
September 2014**

APPROVAL SHEET

In partial fulfillment of the degree of Doctor of Philosophy in Educational Management, this dissertation entitled **A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone** has been prepared and submitted by **Elisa A. Menor** who is recommended for the corresponding Oral Examination.

Dr. ADELAIDA C. GINES
Adviser

Dr. ANITA M. NAVARRO
Adviser

Approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Management by the Oral Examination Committee

DR. LOLITA H. NAVA
Chair

DR. RENE R. BELECINA
Member

DR. GUILLERMO Q. ROMAN
Member

Accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Management

September 2014

Dr. ZENAIDA Q. REYES
Dean
College of Graduate Studies and
Teacher Education Research

ACKNOWLEDGEMENTS

*“Call to Me, and I will answer you, and show you great and mighty things,
which you do not know.” Jeremiah 33:3*

It was a long journey. Completing another post-graduate course in another reputable university in the Philippines was such a great challenge and achievement. It is just fitting for the author to acknowledge the following who stayed with her in that long journey until she finally reached its end.

The Source of her life and wisdom, the One who fulfills her purpose and who grants according to her heart's desires; to God of great power and authority over all men and things, the author is much indebted.

Dr. Adelaida C. Gines and Dr. Anita M. Navarro, her brilliant and ever-supportive advisers, the researcher expresses her gratitude not only for their generousities in sharing their knowledge and skills in research and dissertation writing and for making themselves available for consultations to further improve this study but also for teaching her to embark deeply into it, focus, think, create, innovate, create more and achieve more. May God bless them.

The distinguished members of the panel, Dr. Zenaida Q. Reyes, Dean of the College of Graduate Studies and Teacher Education Research, Dr. Lolita H. Nava, her professor in Research 2, Dr. Rene R. Belecina, her professor in Advanced Statistics, Dr. Guillermo Q. Roman, Jr. and the other members of the Graduate Teacher Education faculty especially to Dr. Merry Ruth Gutierrez, Former Director, Graduate Research Office, for their precious time in guiding the researcher to enhance her study.

Her classmates in Philippine Normal University, for making her believe in herself, for inspiring her because they have achieved Ph.D, and Ed.D. and for their constant follow-ups, and encouragements to finish her course.

Her professors in Philippine Normal University and former professors in the University of Santo Tomas and Mondriaan Aura College, for inspiring her to carry on and be the best of whatever she can be; to focus and to achieve.

The administrators of Mondriaan Aura College, Subic Bay Freeport Zone, Dr. Edgar G. Geniza and Dr. Editha Geniza, for believing in her and for giving her their moral support. They are two of the researcher's significant others, the ones who helped her realize her dreams and the ones who stayed with her through thick and thin.

Her colleagues, the human resource of Mondriaan Aura College, Subic Bay Freeport Zone, for they are the primary reasons why the researcher invested her time, treasures and potentials to produce this study; for the inspiration they have extended to the researcher, for their involvement and cooperation, and for patiently waiting until the study is done. To them, she hands this legacy.

The management team of Mondriaan Aura College, Dr. Edgar Geniza, Dr. Editha Geniza, Dr. Armin Santos, Atty. Manuel Rosapapan, Jr., Dean Art Casenas, Engr. Yzagany Ivarra Geniza, Mr. Leo Eusantos, Ms. Roma Salvador, Engr. Joel Calderon, Engr. Jonjon Rayala, Mr. Dave Reyes, Mr. Felix Salazar, Ms. Ludy Carballo, Ms. Beth Vinarao, Ms. Au Magdaluyo and Mr. Jinggoy Geniza, for supporting the researcher in the process of the study. Especial mention goes to Mr. Jose Danoog for lending his "expensive" book in research.

The management team and teachers of Aura de Laurentus Business High School especially to Dr. and Dr. Ferdinand Geniza, Mr. Eduardo Millanes and Ms. Alicia Geniza, for their moral support.

Noel Gonde and Joshua Giron, for assisting her in the course of the study.

Her students, the researcher's precious ones; It is her privilege to teach them to become better personas and future professionals.

The authors of great books, journals, manuals, theses, dissertations, on-line references and other reading materials, for their enormous contributions in this study.

Her brethren in Christ is the Answer Assembly of God especially to Pastors Benny Asban and Janeth Asban, and their children Dain Jan and Charis, for their prayers, spiritual guidance and making the researcher feel that she is a part of their family.

Mayor Rolen C. Paulino, Kagawad Tet Marzan Estrella, and the Olongapo City government, for extending their financial assistance to the researcher.

Her parents, Mr. & Mrs. Napoleon Alalay, Sr., for without them, she may not be able to attain the status in life that she has attained; their love, understanding and prayers kept her going. The researcher is indebted for everything her parents have extended to her.

Her husband Chito, for his unconditional love and care; for being with the researcher even in the late nights she had to stay awake to write her dissertation; for the coffee and snack amenities at home; for keeping her company in those days she had to go to Philippine Normal University; for assuring her that everything shall be all right and for filling up her financial needs.

Her children Claire, Louie and Fatima, Berna and Aldrien, Lei and John, and Luke Oliver, for their love and glee in seeing the researcher pursuing her passion.

Her grandchildren, Marien, Lara Jan, Deniel, and Alvrien, for the joy they have been bringing the researcher; mere thoughts of them have made things lighter for her.

Another journey has ended.

EAM

DEDICATION

To the respected men and women of Mondriaan Aura College,
the number one asset of the institution,
the committed ones,
the difference makers...
the human resource.

To the educational managers of higher educational institutions,
the problem owners,
the project managers,
the transition managers,
the change agents.

EAM

TABLE OF CONTENTS

	Page No.
TITLE PAGE	i
APPROVAL SHEET	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vii
TABLE OF CONTENTS	xi
LIST OF APPENDICES	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xvi
CHAPTER 1 THE PROBLEM AND ITS BACKGROUND	1
Introduction	1
Theoretical Framework of the Study	5
Conceptual Framework of the Study	13
Statement of Purpose	15
Significance of the Study	16
Scope and Limitations of the Study	18
Definition of Terms	19
CHAPTER II REVIEW OF RELATED LITERATURE	22
Vision, Mission and Goals	22
21 st Century Skills	26
Assessing the 21 st Century Skills	42

Human Resource Competencies	44
Quality Education	48
Strategic Development Program	54
SWOT Analysis	65
A Synthesis of Literature Related to the Study	68
CHAPTER III METHODOLOGY	69
Research Design	69
The Research Process	70
Respondents and Sampling Technique	72
Locale of the Study	75
Instrument	77
Validation of the Instrument	79
Data Gathering Procedure	80
Data Analysis and Statistical Treatment	82
Scoring and Interpretation	83
CHAPTER 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	84
Current Status of the Human Resource of Mondriaan Aura College in Terms of Their Assessment on the Institution's Vision, Mission and Goals (VMG) and Critical Success Factors	85
Current Status of the Human Resource of Mondriaan Aura College in Terms of the Findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education	90
Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis and the Critical Success Factors of the Human Resource of Mondriaan Aura College	93

Levels of Competency in the 21 st Century Skills of the Human Resource of Mondriaan Aura College	104
---	-----

A 21 st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College	117
--	-----

CHAPTER 5	SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	142
------------------	--	-----

BIBLIOGRAPHY	148
---------------------	-----

APPENDICES	155
-------------------	-----

CURRICULUM VITAE	189
-------------------------	-----

LIST OF TABLES

Table No.	Description	Page No.
1	Current Status of the Human Resource in Terms Of Their Assessment of the Vision, Mission and Goals Of Mondriaan Aura College	86
2	Current Status of the Human Resource in Terms of Their Critical Success Factors	101
3	Levels of Competency in Learning & Innovation Skills of the Human Resource of Mondriaan Aura College	105
4	Levels of Competency in Information, Media & Technology Skills of the Human Resource of Mondriaan Aura College	107
5	Levels of Competency in the Life & Career Skills of the Human Resource of Mondriaan Aura College	108

LIST OF FIGURES

Figure No. No.	Description	Page
1	The Theoretical Framework of the Study	5
2	The Conceptual Framework of the Study	13
3	The Research Process	71
4	Vicinity Map of Mondriaan Aura College	77
5	Stages of Data Gathering Procedure	80
6	Findings of the SWOT Analysis Conducted by the Human Resource	94
7	Summary of Findings Based on the Variables Studied Where the Design of the 21 st Century Skills Strategic Development Program for the Human Resource was Based	110
8	Paradigm Showing the Three Variables Assessed in the Study Where the Design of the 21 st Century Skills Strategic Development Program for the Human Resource was Based	112
9	Selected Findings of the Study and their Respective Strategic Directions in the 21 st Century Skills Strategic Development Program for the Human Resource	114

LIST OF APPENDICES

Appendix Letter	Description	Page
A	The Questionnaire Part I & Part II	155
B	Questionnaire for the Teaching Personnel	158
C	Questionnaire for the Non-Teaching Personnel	167
D	Current Status of the Teaching Personnel In Terms of their Perceptions of the Vision, Mission and Goals and Critical Success Factors of Mondriaan Aura College	176
E	Current Status of the Non- Teaching Personnel In Terms of their Perceptions of the Vision, Mission and Goals and Critical Success Factors of Mondriaan Aura College	178
F	Critical Success Factors of the Teaching Personnel As Assessed by Themselves	180
G	Critical Success Factors of the Non-Teaching Personnel As Assessed by Themselves	181
H	Levels of Competency in Learning and Innovation, Information, Media and Technology, and Life and Career Skills of the Teaching Personnel	182
I	Levels of Competency in Learning and Innovation, Information, Media and Technology, and Life and Career Skills of the Non- Teaching Personnel	184
J	Profile of the Respondents	186

ABSTRACT

NAME: Elisa Alalay Menor

TITLE: 21ST Century Skills Strategic Development Program for the
Human Resource of Mondriaan Aura College,
Subic Bay Freeport Zone

KEY CONCEPTS: 21st Century Skills, Strategic Development Program, Human
Resource

DEGREE: Doctor of Philosophy

SPECIALIZATION: Educational Management

ADVISERS: Dr. Adelaida C. Gines
Dr. Anita M. Navarro

This study was conducted to design a 21st century skills strategic development program for the human resource of Mondriaan Aura College, Subic Bay Freeport Zone. It was conducted during the academic year 2014-2015. This study employed the Quantitative and Descriptive Developmental Designs. Data were gathered through survey questionnaires, interview, consultative meetings and round table discussions. There were 44 participants in the study composed of 17 teaching and 27 non-teaching personnel employed in a full-time status in Mondriaan Aura College.

For its purpose, this study determined the current status of the human resource in terms of their perceptions of the vision, mission, and goals of

Mondriaan Aura College and its critical success factors and in terms of the recent findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education. It analyzed the strengths, weaknesses, opportunities and threats (SWOT) and critical success factors in relation to the human resource, determined the levels of competency in the 21st century skills in terms of the learning and innovation skills, information, media and technology skills, and life and career skills of the human resource and designed the 21st century skills strategic development program for the human resource.

The findings of the study showed that the human resource perceived the vision, mission and goals (VMG) of the college and the VMG's critical success factors as satisfactory. It means that the vision, mission and goals of the institution satisfactorily communicates the ultimate purpose of Mondriaan Aura College and what it stands for and makes it clear why the institution is different from all the others. In terms of the recent findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED), the human resource shall take positive efforts to comply with the requirements and recommendations of the said government institution. Using the SWOT analysis, the human resource of Mondriaan Aura College revealed their salient points, that they were able to analyze their internal environment in terms of their strengths and weaknesses, and improve and initiate more positive changes. Likewise, the human

resource were able to analyze their external environment in terms of the opportunities and threats to prepare more and to utilize their potentials.

Additionally, the human resource found their critical success factors as moderately satisfactory in terms of continuous acquisition of new knowledge and training, for not seeing enough well-defined organizational structure and lines of authority that allow highly efficient and effective governance in recruitment and selection of personnel, training, career development and benefits and compensation; that the human resource found it moderately satisfactory for the school's organizational structure and governance procedure to allow them to engage in a healthy work culture and positive professional climate.

In terms of the levels of competence in the 21st century skills, the human resource of Mondriaan Aura College “Meet Standard” in terms of learning and innovation skills where collaboration, sharing best practices and integrating 21st century skills into workplace are practiced ; They “Meet Standard” in information, media & technology skills, bringing many opportunities for improving classroom instruction, teaching methodologies, research works, data base management of collections, organizations, storage, and distribution of data of students and instruction, and electronic communication. The human resource “Meet Standard” in the Life & Career Skills, seeking more informality, performance-driven rewards, less emphasis on status and more work-life balance.

To address the gaps shown by the findings of the study, a five-year 21st century skills strategic development program for the human resource of Mondriaan Aura College was designed directed towards Institutionalized Cooperative Culture Change, Network Development, Human Resource Training and Development, Sustainability and Quality Control.

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Today's human resource must think and act globally in the quest for competitive advantage. New tests of learning skills, teaching skills and viewpoints are emerging. The new breed of human resource are informed about international developments, transnational in outlook, competent in working with people from different cultures and are always aware of regional developments in a changing world. Only truly excellent educational institutions and their human resource can compete effectively in the global school.

The 21st century school requires teaching and non-teaching personnel who respond and adapt to rapidly changing society with constantly shifting demands and opportunities. There should be learning and speed, not habit and complacency. British educator and consultant Charles Handy (2002) calls this time as an era of high –performance expectations where change is a way of life. Personnel are expected to use new ways to achieve high productivity under new and dynamic condition. They are expected to become involved, participate fully, demonstrate creativity, and find self-fulfillment in their careers. They must be able to build for themselves a portfolio of skills that are always up-to-date and valuable to potential schools.

The 21st century learning skills (Partnership for 21st Century Skills 2002) such as learning and innovation skills, information, media and technology skills, and life and career skills are the desired 21st century learning outcomes based on the 21st century standards, content knowledge and expertise. Such skills build understanding across and among core subjects as well as 21st century interdisciplinary themes that emphasize deep understanding rather than shallow knowledge, engage personnel with the real world data, tools, and experts they will encounter on the job and in life. It is imperative that the teaching and non-teaching personnel acquire and improve on the said skills.

Learning and innovation skills create teaching and non-teaching practices, human support and physical environments that will support the teaching and learning of 21st century skills outcomes, support professional learning communities that enable teaching and non-teaching personnel to collaborate, share best practices and integrate 21st century skills into workplace practice, enable personnel to teach and learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work, allow equitable access to quality teaching and learning tools, technologies and resources, provide 21st century architectural and interior designs for group, team and individual teaching and learning, and support expanded community and international involvement in teaching and learning, both face-to-face and online).

Information, media and technology skills bring many opportunities for improving classroom instruction, teaching methodologies, research works, data base management of

collections, organizations, storage, and distribution of data of students and instruction, and electronic communication both for the teaching and non-teaching personnel.

Lastly, life and career skills set personnel in seeking more informality, performance-driven rewards, less emphasis on status and more work-life balance (Schermerhorn & Chappell 2003).

Since the culture of schools historically isolate the teaching personnel in the classroom, the desire for increased and varied responsibility within the teaching field has traditionally been accomplished by leaving the classroom and advancing into an administrative role. That, however, is not always the desire of the career teacher. Opportunities to expand the teaching role while remaining a classroom teacher are achievable through a staff development program that recognizes adult learning and development stages and capitalizes upon the classroom teacher as a teacher educator.

On the other hand, strategic development program sustains educational institutions in realizing the importance of nurturing a highly skilled and talented human resource. Without a highly skilled and talented human resource, school managers can count on numerous unsuccessful strategic efforts—one after another. Among the wide range of institutional processes related to retaining high-performing human resource, competencies have become a focal point, helping successful institutions understand where to focus resources such as incentives, coaching, and training programs. By clearly identifying the right competencies, institutions can make sure they are recruiting and managing talented people in the most strategic way, putting the right people in the right

jobs with the abilities to perform at their maximum potential every day. These competencies are broadly applied to all human resource and send a powerful message, reflecting the institution's culture, strategies, expectations and unique market dynamics.

Measuring competency gaps within the institution and addressing them proactively allows educational managers to focus on the areas that need most to impact institution's performance, human resource engagement and retention, and overall profitability (www.successfactors.com 2009).

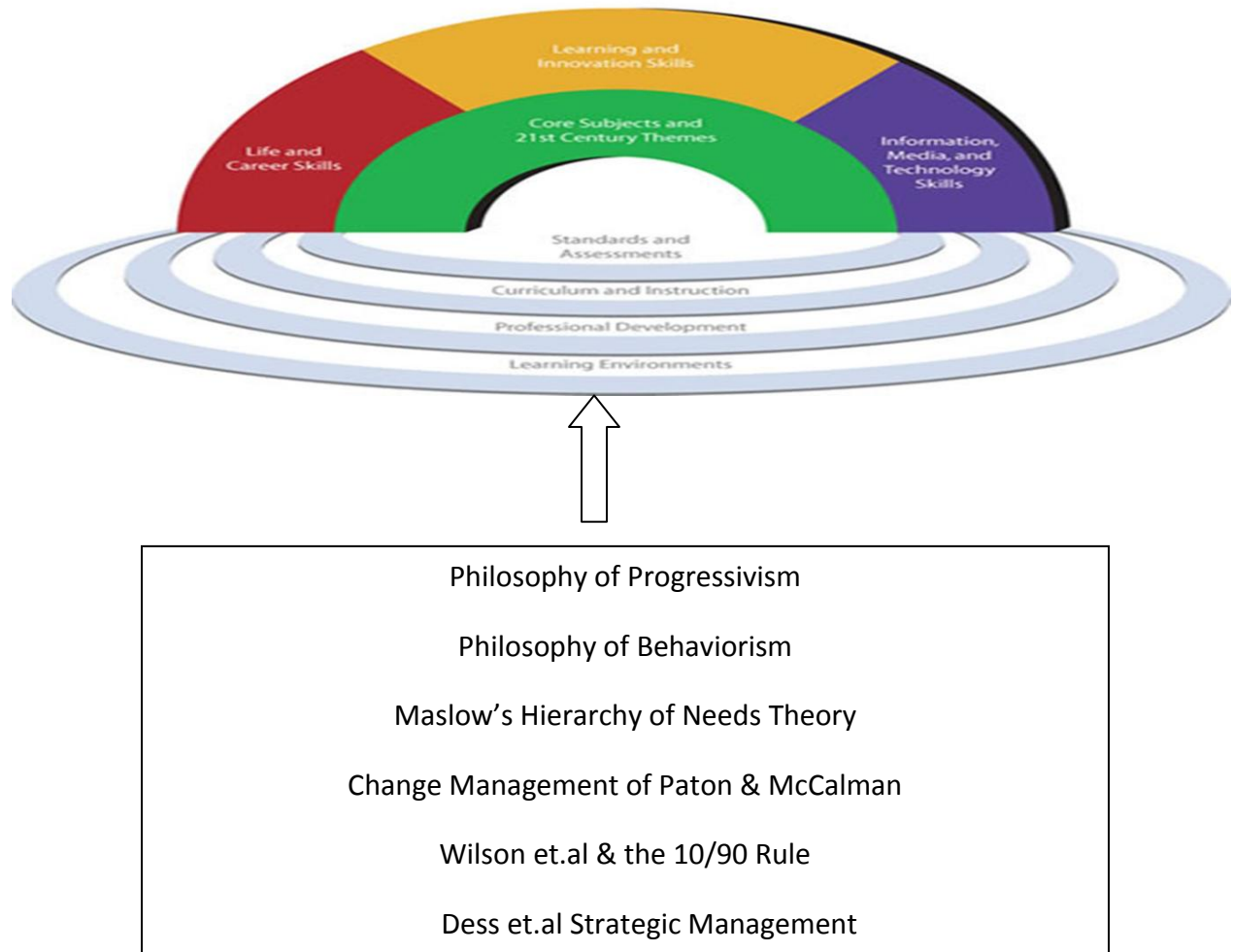
The changing nature of schools, the needs to enrich the institution's human resource's professional growth and career advancement, to strengthen a human resource that will create a better impact, more powerful message, and to upgrade the level of Mondriaan Aura College in terms of her commitment to quality education serving the academic needs of the people of Olongapo, Zambales, and Bataan and in terms of her level of accreditation with the Commission on Higher Education; to sustain highly competent human resource that are globally challenged, focused and geared towards becoming prime movers of an organizational change and development process as envisioned by ASEAN 2015 to create the ASEAN Socio-Cultural Community (ASCC) "to promote human development as key element in the collective initiative by ASEAN to narrow the development gap" (Philippine Normal University, 2012) prompted the researcher to embark in this study "A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone".

Theoretical Framework of the Study

Assessing the status of the human resource in terms of their perceptions of the institution's vision, mission and goals (VMG) form a hierarchy from broad statements of intent and bases for competitive advantage to specific, measurable strategic objectives; Analyzing the internal and external environments of the human resource in terms of strengths, weaknesses, opportunities and threats (SWOT) is a means of uncovering potential sources of competitive advantage and/or threats to the success of the institution and evaluating the institution's intellectual assets in terms of the levels of competency in the 21st century skills of the human resource can become the driver of competitive advantage and wealth creation for the institution.

This study was anchored on the different theories and philosophies in education and management which served as framework to support and analyze the data that were gathered from the assessed variables of the study.

Figure 1 The Theoretical Framework of the Study



The above figure shows the theoretical framework of the study. The top figure is the framework of the 21st century skills ([www.21st century skills.org](http://www.21stcenturyskills.org).2002). It is a “framework” of outcomes used to align facilities, professional development, curriculum and pedagogy, and standards and assessment to support 21st century learning outcomes. The outcomes are skills and habits of mind (not test scores). These parameters support the strategic development program for the human resource in terms of the variables levels

of competence in the 21st century skills which involves the analysis of internal environment in terms of intellectual assets and strengths and weaknesses; the findings can be utilized in the design of a strategic development program that can be directed to human resource training and development, sustainability and quality control that are aligned with the parameter professional development; the other parameter such as learning environment can be utilized in view of the workplace as a “school of life” where learning at work is achieved through day-to-day dealings and collaboration with others; the parameter curriculum and pedagogy, in the course of the implementation of a strategic development program for the human resource, can be utilized instead as training modules and instruction for the target participants. The human resource must possess critical thinking skills that are embodied in the learning and innovation skills, the ability or skill to validate data that is part of the information, media and technology skills, and ability to manage goals and time which is a life and career skills to be able to achieve and appreciate, in a higher level, the vision, mission and goals of an institution and its critical success factors. Likewise, the 21st century skills such as implementing innovations, solving problems and making judgments and decisions, managing projects, producing results, etc. can be utilized by the human resource to enhance their strengths, minimize their weaknesses, create more opportunities and take advantage of the threats to improve their critical success factors.

Moreover, the following philosophies in education that formed the bases of this study were integrated in the theoretical framework:

John Dewey's Philosophy of Progressivism states that book learning is no substitute for actual experience. Progressivists accept the impermanence of life and the inevitability of change. For them, everything else changes. This philosophy guides a strategic development program for a human resource since it reaffirms the impermanence of the status of the human resource in terms of how they would exhibit change in the actual working experience in the course of the implementation of the strategic development program.

An additional philosophy is Behaviorism. Behaviorists are concerned with the modifications and shaping of learner's behavior by providing for a favorable environment since they believe that a learner is a product of his/her environment. Behaviorists are after learners who exhibit desirable behavior in society. They ought to arrange environmental conditions so that learners can make the responses to stimuli. Physical variables like light, temperature, arrangement of furniture, size and quantity of visual aids have to be controlled to get the desired responses from the learners. Trainers ought to make the stimuli clear and interesting to capture and hold the learners' attention.

The Philosophy of Behaviorism supports a strategic development program for the human resource in the context of providing a more favorable and organized environment to the human resource, to improve their work outputs, and to alleviate their working conditions to achieve the vision, mission and goals of an institution and its strategic directions,

Maslow's Hierarchy of Needs Theory says that man has social needs that include the needs for companionship, affection, and feeling of belongingness (Lorenzana 2003). From the managerial standpoint, this level of needs marks the departure from essentially economic goals to a quest for mental health. Satisfied social needs are apparent in a work situation when an individual becomes so much a part of the group he is working with that he sees the group's effort as his own. When he identified closely with the group, he is more likely to contribute to its progress, which he terms "our" progress rather than "their" progress. In this manner, one becomes a team member. In the 21st century work environment, "teams" are in; therefore using Maslow's standpoint, the need for belongingness is reaffirmed since learning and innovation skills, information, media and technology skills and life and career skills can be learned by being in a team or by associating and collaborating with co-workers to learn any or all of the said skills.

Maslow's ego needs are the needs for self-esteem and the respect of others in an occupational setting. Ego needs involve a personal feeling that the content of the job is worthwhile and that others recognize this worthiness; that people in an organization can respect each other and collaborate to push each other to develop each other's self-esteem especially when guided by a strategic development program. In return, they can get the trust, respect and admiration of their superiors and colleagues in the workplace. Furthermore, their awareness of their contributions can boost their self-esteem.

According to (Paton & McCalman 1994), any organization that ignores change does so at its own peril. One might suggest that for many the peril would come sooner rather

than later. To survive and prosper, organizations must adopt strategies that realistically reflect their ability to manage multiple scenarios. Schools are not exempted from this. A strategic development program for the human resource intends to set positive changes in terms of equipping the human resource more with skills, focusing on the institution's vision, mission, and goals, and setting the new strategic directions for the human resource.

Wilson et.al and their 10/90 Rule say that if it takes 10 units of the change champion's energy, skill and commitment to develop the future vision, then it takes 90 units for it to be implemented.

During the accepting and behaving stages of a change program like a strategic development program which can take several years to implement fully, it is easy for the message of the vision to be diluted or even lost as people are caught up in the day-to-day operations of the organization. There is often a belief among the change champions that the vision which they see and pursue, and which they spent so much time communicating to everyone else in the organization, will continue to energize and motivate people. This does not occur unless action is taken at all levels of the organization.

The change champions must organize regular briefings and updates for the whole organization. These allow the vision to be reinforced, motivation levels kept high and fresh guidelines given for adhering to the new philosophy, organization, and standards. Senior educational leaders should also develop the practice of "management by

wandering around” so that they can talk informally with human resource. This enables information to be obtained at first hand while at the same time adding to managers’ credibility with the lower levels of the organization. In a strategic development program for the human resource, assessing the levels of competency of the human resource help educational leaders in obtaining the needed concrete data of what new skills are to be learned by the personnel so that those data will be utilized in the design of the strategic development program.

Educational managers like the administrators and department heads actively engage in implementing the policies, systems, and procedures for putting the changes into practice. To help maintain energy levels they could lead project teams on issues such as energy conservation, flexible working patterns, quality improvement, telephone techniques, internal customer relations or trade union consultation procedures. They could be involved in these activities as well as ensuring that the organization maintains its output and efficiency in order to satisfy the customers and other stakeholders

With all these development activity and work taking place, it is important that educational managers do not lose sight of the vision of the organization they want. Quite often they work exceedingly long hours and endure great stress as they attempt to do two jobs building the new organization and maintaining the old one.

It is at the level of the workforce that the greatest dissipation of commitment and energy can occur unless special attempts are made by the change champions.

Communication and intellectual argument are only partially successful. What is more important is for people to see changes which benefit them taking place in their operating environment and their jobs.

The right combination of 'top down' and 'bottom up' strategy bears fruit. If a top down policy has been adopted which has imposed changes on the work teams which are seen as making their lives more difficult, then energy and commitment levels will sink even lower. If, however, the teams themselves are able to design their working environments according to the new vision within general policy guidelines set by educational managers then there is a far greater chance of maintaining commitment.

Combined with this involvement there will be many other activities which have to be carried out to implement the vision. As jobs are changed and new technology is introduced, people will need to be retrained in new methods, procedures, and skills. Discussion, debate and counseling should be part of every administrator's repertoire, enabling them to take a real interest in their people and maintain morale.

According to Dess et.al.(2010), formulating a strategic development program is needing a careful analysis of the overarching goals of the organization and a thorough analysis of its external and internal environments. This entails the assessment of the vision, mission and goals of an organization; the analysis of strengths, weaknesses, opportunities and threats, and the organization's intellectual assets in terms of competence that compose the external and internal environments.

Conceptual Framework of the Study

Figure 2 is the conceptual framework of this study that shows the variables that were utilized to design the 21st century skills strategic development program for the human resource of Mondriaan Aura College.

The first variable is the current status of the human resource in terms of their perceptions of the vision, mission, and goals (VMG) of Mondriaan Aura College and the VMG's critical success factors and in terms of the recent findings of the Regional Quality Assurance Team of the Commission on Higher Education; The current status which reveals where and how the vision, mission and goals of the institution are directed and achieved relates to the analysis of the second variable, strengths, weaknesses, opportunities and threats (SWOT) and the critical success factors of the human resource, which determine the edge or advantage of the human resource over the competitors, their areas that would need improvement, and how they can utilize the opportunities and threats in their internal and external environments; the SWOT analysis is related to the third variable, levels of competence in the 21st century skills i.e. learning and innovation, information, media and technology, and life and career skills of the human resource particularly, the administrators, faculty, administrative staff, support staff and stakeholders. These are the skills needed to help the human resource to be globally competitive in the 21st century and are required for success in today's world especially in improving service delivery in schools (Teaching for the 21st Century, 2009). That effort requires three primary components i.e. educators and policy makers must ensure that the

development program is complete; schools need to revamp how they think about human capital in education- in particular, how teachers and non-teaching staff are trained; and teachers and non-teaching staff need new assessments that can accurately measure richer learning and more complex tasks.

The three mentioned variables formed the strategic analysis that are needed for the strategic directions and formulation and served as the bases of the design of the 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College.

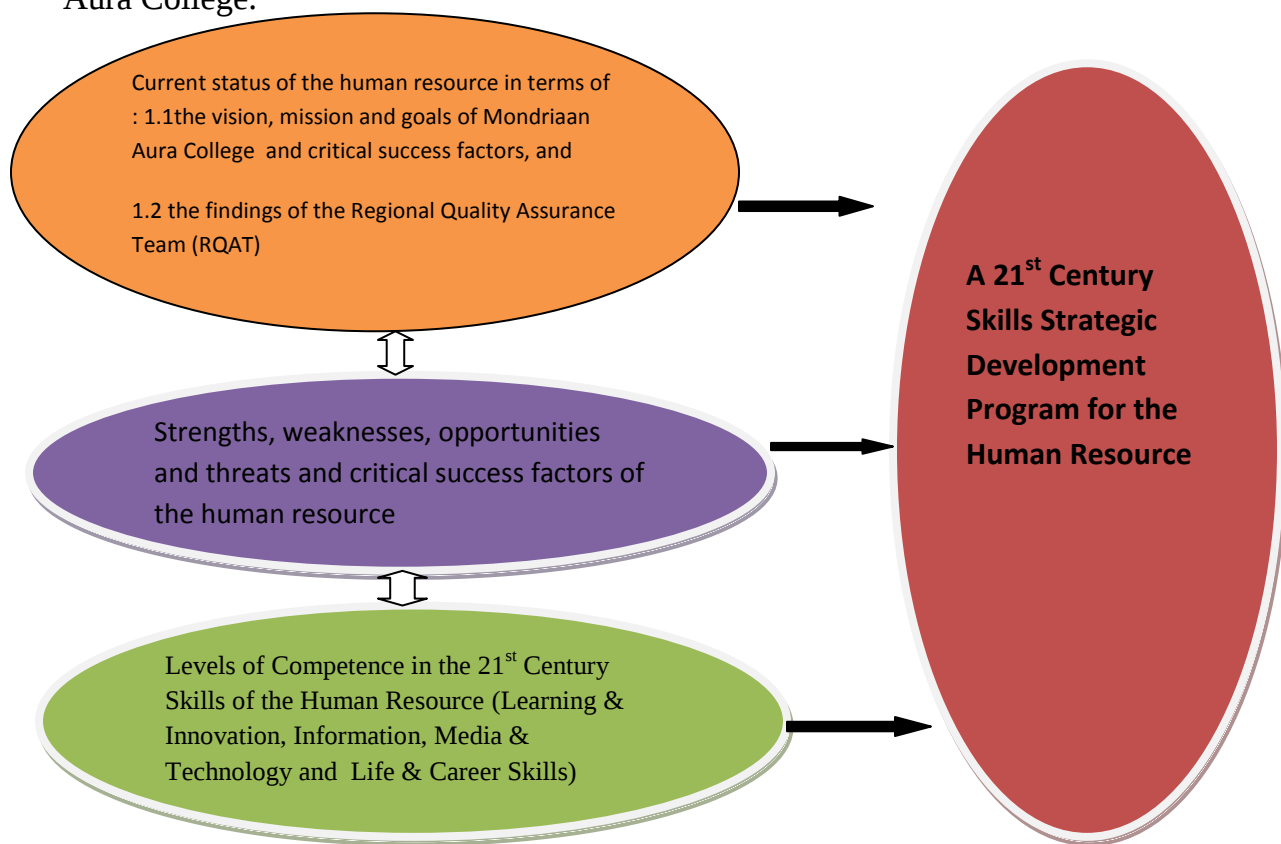


Figure 2 **Conceptual Framework of the Study**

Statement of Purpose

This study “A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone” purposely sought answers to the following:

1. Determine the current status of the human resource in terms of:
 - 1.1 their perceptions of the vision, mission, and goals of Mondriaan Aura College
 - 1.2 the recent findings of the Regional Quality Assurance Team (RQAT)
2. Analyze the strengths, weaknesses, opportunities and threats (SWOT) and critical success factors in relation to the human resource.
3. Determine the levels of competency in the 21st century skills (learning and innovation skills, information, media and technology skills, and life and career skills) of the human resource.
4. Design the 21st century skills strategic development program for the human resource.

The current status of the human resource, SWOT and critical success factors, and levels of competency in the 21st century skills of the human resource formed the bases of the design of the 21st century skills strategic development program for the human resource of Mondriaan Aura College, Subic Bay Freeport Zone.

Significance of the Study

This study was hoped to benefit the following:

School Administrators, Deans and Department Heads: They can re-assess the current status of their human resource in terms of their educational institutions' vision, mission and goals and how other accredited agencies like the Commission on Higher Education (CHED) assessed their human resource, their SWOT, and levels of competency in the 21st century skills that can serve as a springboard in the development of their respective strategic development programs that can enhance not only the competence of their personnel but also the directions and impact of their respective institutions in the community and in the educational system.

Teaching Personnel: The findings of this study and the 21st century skills strategic development program are offering them new perspectives to be more competitive, more equipped and more qualified to create an impact in the educational system as a whole.

Non-Teaching Personnel: Since they are directly involved in the provision of educational services outside the classroom, the strategic development program can prepare them for a workplace where there is more innovation, enhanced technology and better dealings with life and career thereby making them, like the teaching personnel, more competitive, more equipped and more qualified to create an impact in the educational system as a whole.

Human Resource Managers: Schools need educational leaders like the human resource managers since they are directly involved in managing the workforce. They can utilize the opportunity to construct and develop another strategic development program for human resource to complement the 21st century skills strategic development program for the human resource or to re-assess, evaluate and monitor the said program for another study in a macro level.

Students: They shall largely benefit from this study since the 21st century skills strategic development program is geared towards the enhancement of the skills of the teaching and non-teaching personnel and such shall be manifested in terms of providing them enhanced delivery of services.

Parents and other stakeholders: They shall likewise benefit from the study since they are hoped to receive an enriched delivery of service from the teaching and non-teaching personnel whom they will interact and transact business with.

Higher Education Institutions: The 21st century skills strategic development program for the human resource can re-direct their perspectives in terms of revisiting their human resources and their current status and how they assess their institutions' vision, mission and goals, their SWOT, and their competence that can re-route them in the development of another strategic development program in a wider scope.

Future Researchers: The process and findings of this research can supplement other future studies focused on strategic development programs in both micro and macro levels.

Scope and Limitations of the Study

This study was limited to the management of human resource engaged in a full-time status in Mondriaan Aura College. The human resource included the administrators, faculty, administrative staff and support staff with a total of 44 respondents. Likewise, the variables that were utilized were limited to the current status of the human resource in terms of how they assessed the vision, mission and goals of Mondriaan Aura College and how the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED) assessed the human resource; the strengths, weaknesses, opportunities and threats and critical success factors surrounding the human resource were likewise included in the variables studied as well as the levels of their competence in the 21st century skills (learning and innovation, information, media and technology and life and

career skills). The design of the 21st century skills strategic development program for the human resource of Mondriaan Aura College, Subic Bay Freeport Zone covers the years 2015 to 2020 or five (5) years.

The instruments were limited to determining the profile of the respondents, assessing how the human resource perceived the VMG of Mondriaan Aura College and the critical success factors of the VMG, the critical success factors of the human resource, and the levels of competency in the 21st century skills of the human resource.

Definition of Terms

To further clarify the technical terms that were used in the study, the following were defined operationally:

Critical Success Factors. As used in this study, it refers to the factors that can further develop the competitive advantage and secure future success of the human resource and the institution. Investigating the critical success factors (Paton & McCalman 2000) aims to identify what would have to be done to close the gap between the present position and the goal of achieving the freedom to manage.

Human Resource. In this study, it refers to the workforce comprising of the teaching and non-teaching personnel engaged in a full-time status in the school. It includes the administrators, faculty, administrative staff and support staff.

Information, Media, and Technology Skills. These are skills that bring many opportunities for improving classroom instruction, teaching methodologies, research works, data base management of collections, organizations, storage, and distribution of data of students and instruction, and electronic communication.

Learning and Innovation Skills. These are skills that create teaching practices, human support and physical environments that will support the teaching and learning of 21st century skills outcomes, support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice, enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work, allow equitable access to quality learning tools, technologies and resources, provide 21st century architectural and interior designs for group, team and individual learning, and support expanded community and international involvement in learning, both face-to-face and online.

Life and Career Skills. These are skills that set the personnel in seeking more informality, performance-driven rewards, less emphasis on status and more work-life balance (Schermmerhorn & Chappell 2003).

Non-teaching Personnel. This refers to the personnel that are in-charge/linked with the over-all operation of the school such as the administrators, administrative staff like those personnel in the accounting office, registrar's office, guidance and counseling office, library, and computer and information technology; the support staff that includes the canteen and the maintenance personnel.

Strategic Development Program. In this study, it refers to the institutional development program for the human resource of Mondriaan Aura College. It details the measures which the institution intends to take to achieve its mission. Its aim is to give the institution guidance and direction. In a competitive market for education the production of a strategic program assumes considerable importance. Without it, the institution lacks direction (Monis, 1998).

Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.

It has become a commonplace tool of strategic planning in education, but it remains a most effective means of locating an institution's potential. The aim is to maximize strengths, minimize weaknesses, reduce threats and build on opportunities (Monis, 1998).

Teaching Personnel. This refers to faculty/teachers/instructors/professors that are actually engaged in classroom instruction in a full-time status in Mondriaan Aura College.

21st Century Skills. This refers to the skills that teaching and non-teaching personnel must possess in order to cope with the challenges of the 21st century learning outcomes, subjects, skills, themes, environments, and curriculum and instruction. In this study, it includes the learning and innovation skills, technology, media and communication skills and the life and career skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains related conceptual and research literature that were taken from different books, published reports, memoranda, Republic Acts, theses and dissertations, and on-line references that are generally relevant and give a more significant understanding of the study. The aforesaid literature are hereby presented according to theme.

Vision, Mission and Goals

The vision statement communicates the ultimate purpose of the institution and what it stands for. It needs to be short and direct and point out the ultimate purpose of the institution. For an educational institution, something along the lines of “providing the highest standards of learning” might constitute an appropriate vision statement (Monis, 1999).

The mission statement is closely linked to the vision, and provides a clear direction for the present and the future. The mission statement makes it clear why an institution is different from all the others. Mission statements are nowadays becoming well-established in education. What is not so prevalent is the strategic follow-through from mission to practical strategy. It is important to ensure that

the mission is translated into necessary actions which are required to take advantage of the opportunities available to the institution.

Educational institutions are often reluctant to state publicly that they are seeking to become the best within their own particular sphere of operation. There is a fear that if the mission statement says this then the chances of failure are increased. However, if the mission statement is backed up by a well-formulated long-term quality strategy, then this goal should be expressed in the mission statement.

According to Paton & Mc Calman (2000), mission, in an organizational sense, is for the people working in that organization to develop. The level at which mission is defined determines awareness and commitment to it. The most popular form of mission definition is that provided by the boss; it's quick but shuts out the rest of the organization. Mission defined by a senior management team takes longer but the payoff is more powerful. Mission determined by the whole organization is rare, takes an enormous amount of time, and may prove impossible to develop. Whoever sets it, mission is about aspirational values within the organization. By not sharing these aspirations the opportunity to build an effective organization is lost. In developing vision and mission, the organization also has to look at the needs and wants of the individual. People do not get energized unless they see their own needs and wants in parallel with those of the organization. If

purpose tells the organization what it needs to do, then mission gives the organization what it wants to do as well. There are opportunities to structure work that has to be done to fit the purpose in ways that meet individual needs. However, these needs are often ignored. Organizations require to develop their mission, to tap into the talents and energies of the people within them.

Once vision and mission have been established, they need to be translated into achievable goals. Goals are often expressed as aims and objectives. It is important that they are expressed in a measurable way so that the eventual outcomes can be evaluated against them. Goals must be realistic and achievable.

According to Orcullo, Jr. (2007), true believers of principles related to strategic management must consider as basic and fundamental the idea of adopting strategic management as an organizational development process where interventions are necessary to stay competitive on a sustainable basis. The need to have a stated (written) vision-mission statement is mandatory as a guiding principle of a competitive-conscious organization. The value of having a vision-mission statement is premised on its importance as a guiding star to achieving something and a unifying element promoting a culture of unity of purpose within the organization.

A simple yet important aspect of communication of the vision statement to all the human resource is to have a billboard at the main entrance or gate of the

organization seeing to it that it is seen by all the human resource which in the process could lead to implanting such vision statement. The same vision statement may also form part of the regular poster or contents of the bulletin boards strategically located in the premises of the organization like a school or at all the levels or floors of the buildings. Good locations where vision statement may be posted are waiting areas and canteens as well as other public places. More commonly, the vision statement is on the front or earlier pages of annual reports and other publications of the organization.

According to David (2005), every organization has a unique purpose and reason for being. This uniqueness should be reflected in vision and mission statements. The nature of an organization's vision and mission can represent either a competitive advantage or disadvantage for the organization. An organization achieves a heightened sense of purpose when strategists, managers, and employees develop and communicate a clear vision and mission. A clear organization's vision and mission is the "first responsibility of strategists." Vision and mission statements always should be subject to revision, but, if carefully prepared, they will require infrequent major changes.

A vision is a goal that is "massively inspiring, overarching, and long term" (Dess et.al.2010). It represents a destination that is driven by and evokes passion. A vision may or may not succeed; it depends on whether everything else happens

according to an organization's strategy. What visions may lack in specificity, they make up for in their ability to evoke powerful and compelling images. On the other hand, strategic objectives tend to be more specific and provide a more direct means of determining if the organization is moving toward broader, overall goals. A mission statement is a set of organizational goals that include both the purpose of the organization, its scope of operations, and the basis of its competitive advantage.

The cited literature impose among others the review or analysis of the vision, mission, and goals (VMG) of an institution. The review can eventually lead to the analysis of the VMG which is vital in the strategic directions and strategic formulations of an institution's program.

21st Century Skills

The following literature give a comprehensive insight on how relevant 21st century skills are to the human resource of a school and to the school itself. They do not only describe 21st century skills but also emphasize the essentialities of such skills to the human resource and how the effective application of these skills can affect the working environment, delivery of services, self-management of the human resource not only in their workplace but also in their personal lives, and how their competence can contribute to the achievement of the goals of the institution as a whole.

According to the Partnership for 21st Century Skills (2002), because of the numerous innovations in the world, schools must be able to adopt the innovations to make them globally competitive. Drucker (1994) argues that increasingly, a winning strategy will require information about events and conditions outside the institution. Only with this information can a school prepare for new changes and challenges arising from sudden shifts in the world scenarios and in the nature and content of knowledge itself. Being so, schools can capitalize on the knowledge and skills in information, media and technology of the teachers.

It is imperative then that teaching personnel aspire to be updated not only with the current events locally and globally but also with latest trends on how acquisition of knowledge abruptly changes in the world. They must be able to contribute innovation in the school environment as well to make them and their schools globally competitive. .

21st Century Learning Skills and 21st Century Learners are the hot buzz words these days. Ted Lai, Director of Information Technology for the Fullerton Elementary School District puts it this way: "In a nutshell, these are the skills that will help people be globally competitive in the 21st Century. These are skills that include not only the curricular standards but also a host of other essential skills like communication, collaboration, and creativity. Literacy doesn't merely refer to the ability to read and write but also the ability to evaluate and synthesize information,

media, and other technology. At the heart of 21st Century Learning is the piece on creating authentic projects and constructing knowledge... essentially making connections between learning and the real world. One way by which the human resource can apply the said skills is by continuing professional education. Their communication, collaboration and creativity skills can be challenged to the point that they can set a project for themselves so that they can contribute to the progress of their schools. Coming up with a strategic development program for a certain domain of the school or for all domains of the school is a productive idea to apply the 21st century skills.

Di Kamp (1999) identifies flexibility, responsiveness and adaptability as the distinguishing features in the leaders of the 21st century and demonstrates how to discard conventional thinking and outdated theory. Along the way she presents fresh ideas, creative activities and practical pointers in such areas as: -- being a future leader -- motivating and inspiring others -- using emotional intelligence -- being ahead of the game -- always prepared for change -- personal growth -- and learning and developing new skills. These actually are pointing to innovations that human resource can learn and exhibit in their workplace. They cannot forever be an ordinary member of the institution; they must emerge as leaders equipped with a high level of emotional intelligence, starting work with the end in view, and amenable to change and personal growth.

The website www.ascd.org/publications (2009) quotes Johnson (2002) saying that “the Partnership for 21st Century Skills has been the leading advocacy organization in the United States focused on infusing 21st century skills into education. Its “Framework for 21st Century Learning”, the result of a consensus among hundreds of stakeholders, describes the skills, knowledge, and expertise learners need to succeed in work and life. In their discussions with the partnership about the framework, educators recommended a combination of rigorous courses imparting both core content knowledge and skills to engage learners and increase achievement. Additionally, civic and community groups outlined a set of 21st century skills and knowledge that citizens in a participatory democracy must possess. Further, business leaders identified skills and knowledge they perceive as essential for success in the workplace.

Four components of the framework describe these skills and knowledge:

1. Core subjects and 21st century themes (such as language arts, mathematics, science, global awareness, and financial literacy).
2. Learning and innovation skills (such as creativity and innovation and critical thinking and problem solving).
3. Information, media, and technology skills.
4. Life and career skills (such as initiative and self-direction).

Each stakeholder group independently identified these skills, supporting the need for learners to develop deep content knowledge and the ability to apply that knowledge across disciplines. Leadership states develop standards, assessments, and professional development programs to ensure that learners have the 21st century skills they need. To join, states must demonstrate strong commitment from their governor, superintendent, and other stakeholder groups.

To successfully face rigorous higher-education coursework and a globally competitive work environment, school managers must align work environments with 21st century skills. By combining both skills and content, educators can impart the expertise required for success in today's world (Teaching for the 21st Century, 2009).

To work, the 21st century skills movement will require keen attention to development programs, workforce quality and assessment. A growing number of business leaders, politicians, and educators are united around the idea that "21st century skills" are needed to be successful today. It's exciting to believe that people live in times that are so revolutionary that they demand new and different abilities (Rotherham and Willingham 2009).

Critical thinking and problem solving, for example, have been components of human progress throughout history, from the development of early tools, to agricultural advancements, to the invention of vaccines, to land and sea

exploration. Such skills as information literacy and global awareness are not new, at least not among the elites in different societies. In *The Republic*, Plato wrote about four distinct levels of intellect. Perhaps at the time, these were considered "3rd century BCE skills"

Today, educators cannot afford a system in which receiving a high-quality education is akin to a game of bingo. If educators are to have a more equitable and effective public education system, skills that have been the province of the few must become universal.

This distinction between "skills that are novel" and "skills that must be taught more intentionally and effectively" ought to lead policymakers to different education reforms than those they are now considering. If these skills were indeed new, then perhaps the workforce would need a radical overhaul of how school managers think about curriculum, content and new programs. But if the issue is, instead, that school managers must be more deliberate about teaching critical thinking, collaboration, and problem solving to all personnel, then the remedies are more obvious, although still intensely challenging.

What will it take to ensure that the idea of "21st century skills" is successful in improving service delivery in schools? That effort requires three primary components. First, educators and policymakers must ensure that the development program is complete and that content is not shortchanged for an ephemeral pursuit

of skills. Second, states, school districts, and schools need to revamp how they think about human capital in education—in particular how teachers and non-teaching staff are trained. Finally, teachers and non-teaching staff need new assessments that can accurately measure richer learning and more complex tasks. For the 21st century skills effort to be effective, these three elements must be implemented in concert. Otherwise, the reform will be superficial and counter-productive.

The importance of content in the development of thinking creates several challenges for the 21st century skills movement. The first is the temptation to emphasize advanced, conceptual thinking too early in training—an approach that has proven ineffective in numerous past reforms, such as the "New Math" of the 1960s. Learning tends to follow a predictable path. When students first encounter new ideas, their knowledge is shallow and their understanding is bound to specific examples. They need exposure to varied examples before their understanding of a concept becomes more abstract and they can successfully apply that understanding to novel situations.

Another management challenge is that personnel don't yet know how to learn self-direction, collaboration, creativity, and innovation the way they know how to learn long division. The plan of 21st century skills proponents seems to be to give learners more experiences that will presumably develop these skills—for

example, having them work in groups. But experience is not the same thing as practice. Experience means only that you use a skill; practice means that you try to improve by noticing what you are doing wrong and formulating strategies to do better. Practice also requires feedback, usually from someone more skilled than trainers are.

Because of these challenges, devising a 21st century skills development program requires more than paying lip service to content knowledge. Outlining the skills in detail and merely urging that content be taught, too, is a recipe for failure. Education leaders must plan to teach skills in the context of particular content knowledge and to treat both as equally important.

In addition, education leaders must be realistic about which skills are teachable. If they deem that such skills as collaboration and self-direction are essential, they should launch a concerted effort to study how they can be taught effectively rather than blithely assume that mandating their teaching will result in workforce learning them.

Greater emphasis on skills also has important implications for teacher training. Resolving to teach these skills to all students will not be enough. Teachers must have a plan by which teachers can succeed where previous generations have failed.

Advocates of 21st century skills favor student-centered methods—for example, problem-based learning and project-based learning—that allow students to collaborate, work on authentic problems, and engage with the community. These approaches are widely acclaimed and can be found in any pedagogical methods textbook; teachers know about them and believe they're effective. And yet, teachers don't use them. Recent data show that most instructional time is composed of seatwork and whole-class instruction led by the teacher (National Institute of Child Health and Human Development Early Child Care Research Network, 2005). Even when class sizes are reduced, teachers do not change their teaching strategies or use these student-centered methods (Shapson, Wright, Eason, & Fitzgerald, 1980).

Among the shared vision of a 21st century education system is the broad support for education in 21st century skills. According to the:

Voters. An overwhelming 80 percent of American voters say the kinds of skills students need to learn to be prepared for the jobs of the 21st century are different from what they needed 20 years ago. And 88 percent of voters believe that the nation's schools can—and should—play a vital role in teaching 21st century skills (Partnership for 21stCentury Skills, 2007).

Employers. Employers across the United States cited professionalism/ work ethic, oral and written communications, teamwork and collaboration, and critical thinking and problem solving as the most important skills that recently hired

graduates from high school and two and four-year postsecondary institutions need, according to a nationwide survey of 400 employers (Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families & the Society for Human Resource Professionals, 2006).

K–12 and Postsecondary Educators. The “components of college readiness” cited in a report prepared for the Bill & Melinda Gates Foundation—key cognitive strategies, key content, academic behaviors, and contextual skills and awareness—align well with the K–12 vision for a 21st century education (Conley, 2007). Likewise, “essential learning outcomes” for higher education—knowledge of human cultures and the natural world, intellectual and practical skills, personal and social responsibilities, and integrative learning—cite similar skills (Association of American Colleges and Universities, 2007).

The Partnership for 21st Century Skills includes members who represent K–12 education. Since the Partnership introduced this vision in 2002, many other advocates of young people and American workers, including youth development and after-school groups, library and media specialists, educational technology experts, and adult education and workforce development professionals, have found that it can be used as a guiding framework for their work.

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning and education support systems that can be used to prepare young people for a global economy. This vision is the result of a multi-

year, comprehensive effort to create a shared understanding and common vision for education. This effort included extensive research on 21st century skills, a National Forum on 21st Century Skills and outreach sessions with educators, employers, parents, community members and students. For students, proficiency in 21st century skills—the skills, knowledge and expertise students must master to succeed in college, work and life—should be the outcome of a 21st century education. To be “educated” today requires mastery of core subjects, 21st century themes and 21st century skills. To help students achieve proficiency in 21st century skills, teachers and administrators need education support systems that strengthen their instructional, leadership and management capacity. And both students and educators need learning environments that are conducive to results.

In an article written by Oates (2009), she cites: “Thanks to the Internet, users today can acquire and share knowledge in ways teachers could not have dreamed of 50 years ago.”

"Class, it's time for your test on our study of Africa. Number a paper from 1 to 50. I am projecting a map of Africa on the screen. For number 1, write the name of the country and its capital. Do the same thing for each of the other numbers. You have 30 minutes to fill in all the country names and capitals."

That was how her junior high school social studies teacher in Lawrence, Kansas, tested her knowledge of Africa in the early 1960s. Being good at

memorizing information, she was able to score a top grade on that test. Africa at that time had many British, French, Dutch, and Portuguese colonies. Since she took that test, many of the names have changed and new boundaries have been drawn.

Oates doesn't remember learning a lot about the people in these places and how South Africa might differ from Egypt, being at opposite ends of the continent. Many learned some basic things—that oil came from Nigeria and diamonds from South Africa and that pyramids were in Egypt but had no sense of the diverse peoples, history, terrain, or religious issues on this large continent.

A few years later, Oates read some books by Alan Paton, the South African author of *Cry, the Beloved Country*. A warden in a South African prison, Paton provided many insights into the racial tension there. Oates gained some understanding of the tension between the colonizers and the colonized, and between the rural and urban communities, and a sense of life in South Africa in 1948, the year that apartheid was made a law.

Today, if Oates were teaching that social studies class, she would want to challenge her students to use 21st century thinking techniques and the technology at their fingertips. Oates would want to encourage critical thinking and knowledge construction. But most of all, she would want her learners to connect with learners

and teachers in the places they were studying. The internet makes such connections easier than ever before.

This is exactly how the information, media and technology skills are conceived as being applied by the human resource. They must be able to validate the vast array of information that they can obtain from the internet since not all literatures in the internet particularly in the social media sites are credible. Some are merely aiming to deceive or mislead the readers for their own personal reasons. The teaching personnel can guide and influence their students in the appropriate use of the social media or the internet. The same goes with the non-teaching personnel. They must be smart enough to use their critical thinking abilities to sort and validate information before they can believe, disseminate and apply such information.

With the diversity of learners, breakthroughs in technology and multiple teacher perspectives, an innovative teaching is one of the answers to the global demands for quality education.

Angeles (2010) states that computerization in most schools are very prevalent. Computer usage is now part of education. Students' records are kept and organized using computer database system. Grades are being computed using computerized grading system by some schools. Library research shifted to internet research. E-learning is now being practiced by most schools using web

casting technique. It can provide major benefits for the organizations and individuals involved such as improved performance, increase access and convenience and flexibility to learners.

According to Casenas (2012), many schools implemented a virtual private network (VPN) on their enrolment system. VPN can make students view their subjects, grades, enrolment fees, back accounts, and evaluate their instructors or professors remotely as long as they are inside the school campus. This lessens the activities rendered and time consumed of the accounting and registrar's staff in answering inquiries from the students about information on their back accounts and grades. This also helps the computerized data base of the schools more secured.

Casenas (2008) did another study and found out that the problem encountered by the majority of the respondents was lack of training and seminars with 47.5%. The same percentage of respondents suggested "regular attendance to seminars/training" to eliminate or at least lessen the impact of technological advancement on the stress levels of the respondents.

The researcher also recommended the following in his study:

1. That the selected computer schools should include in their faculty enhancement programs the scholarship grants and assistance to teaching personnel to uplift their academic preparations and qualifications.

2. That the teaching personnel should be encouraged by the school administrators to attend regular training and seminars to further enhance their knowledge and skills to teach their subjects effectively (in the absence of faculty enhancement program for scholarship grants and assistance). It should be initiated by the immediate superior and recommended to human resource manager.

In the study conducted by Society for Human Resource Management (2009), it found opportunities to use skills and abilities as one of the most important among human resource.

Ismael (1989) described and analyzed student teaching experience from the perspectives of the student teachers. The findings illustrated that they would benefit more if there is mutual respect and support from their cooperating teachers. The ideal relationship for promoting professional growth and development seemed to be when the cooperating teacher and the student teacher treated each other as equals and partners in planning and teaching. It means that the cooperating teacher and the student teacher must collaborate in planning and teaching.

The findings of the study of Ismael (1989) showed how essential mutual respect and support are in promoting professional growth and development in the workplace; they are factors that have to be learned as far as learning and innovations skills and life and career skills are concerned.

In the study conducted by Pires (1987), he found out that cooperating teachers had problems helping the students acquire fundamental skills and abilities in communicating ideas. This finding shows that communication skills are essentially vital in educational institutions.

In the study of Menor (2004), she found out that 32.5 percent of the student teachers were not able to express themselves freely in English, 15 percent could not discipline students while the student teachers were teaching and ten percent had personal differences with their cooperating teachers. It reaffirms the need for collaboration skills, communication skills and class management skills which are learned from the 21st century skills.

Cruz (1991) found out that a positive school climate is characterized by staff and student cohesiveness, high morale, and an environment where caring, mutual respect and trust are evident. These factors are enhanced by opportunities to participate in decisions, deep involvement in activities, and high levels of communication.

The study *The Personality Pattern of the Elementary School Teachers in the City and Province of Cebu in the Light of Philippine Socio-Cultural Values* conducted by Gonzaga (1971) revealed that men and women teachers ranked favorably in sociability, general mental ability, sensitivity, imaginativeness, self-discipline and dynamism.

Sociability, sensitivity, imaginativeness, self-discipline and dynamism are components of life and career skills while general mental ability is a component of learning and innovation skills.

The above-cited literatures and studies are applicable to the teaching and non-teaching personnel. They too can communicate with their peers in the different parts of the world and participate in e-discussions on line using various websites especially those that are educational. They pose a great challenge for the educational leaders like the human resource managers in the implementation of the 21st century skills strategic development program. They are saying that there must be effective strategies to be used as methods in teaching the 21st century skills to the human resource.

Assessing the 21st Century Skills

There is little point in investing heavily in planning and human capital without also investing in assessments to evaluate what is or is not being accomplished in the workplace. Fortunately, as Silva (2008) notes in a recent report for Education Sector, the potential exists today to produce assessments that measure thinking skills and are also reliable and comparable between personnel and schools—elements integral to efforts to ensure accountability and equity. But efforts to assess these skills are still in their infancy; education faces enormous challenges in developing the ability to deliver these assessments at scale.

The first challenge is the cost. Although higher-level skills like critical thinking and analysis can be assessed with well-designed multiple-choice tests, a truly rich assessment system would go beyond multiple-choice testing and include measures that encourage greater creativity, show how students arrived at answers, and even allow for collaboration. Such measures, however, cost more money than policymakers have traditionally been willing to commit to assessment. And, at a time when complaining about testing is a national pastime and cynicism about assessment, albeit often uninformed, is on the rise, getting policymakers to commit substantially more resources to it is a difficult political challenge.

Producing enough high-quality assessments to meet the needs of a system as large and diverse as U.S. public schools would stretch the capacity of the assessment industry, and incentives do not exist today for many new entrants to become major players in that field. Education leaders would need a coordinated public, private, and philanthropic strategy—including an intensive research and development effort—to foster genuine change.

Substantial delivery challenges also remain. Delivering these assessments in a few settings, as is the case today, is hardly the same as delivering them at scale across a state—especially the larger states. Because most of these assessments will be technology-based, most schools' information technology systems will require a substantial upgrade.

None of these assessment challenges are insurmountable, but addressing them will require deliberate attention from policymakers and 21st century skills proponents, as well as a deviation from the path that policymaking is on today. Such an effort is essential. Why mount a national effort to change education if educators have no way of knowing whether the change has been effective?

Human Resource Competencies

According to Steiniger (1994), a leader is lost without a loyal, competent and dedicated human resource. The human resource must, therefore, be that leader's number one concern if the business is to succeed. Properly motivated human resource who are reasonably competent, can and often do, produce goods or render services that satisfy customers.

Properly trained human resource feel good about their organization and are loyal to it and do well to please customers so as to succeed at his or her own job. An employee who takes pride in his work and wants to succeed takes the necessary steps to keep customer loyalty. A leader who focuses primarily on his own workforce and helps create the conditions for the employees to succeed will have a lot less to do in terms of positioning that workforce to address customer needs- which is, after all, the key to survival of any organization.

According to Aquino (1997), the teaching personnel in the educational community together with the parents, students and other academic and non-academic personnel, play a key role in educational operations and contribute heavily in the achievement of the goals of the educational institution. The educational institution is a social system. Being a social system, it is peopled. People like the teaching personnel act their roles as teachers and are expected to behave in a particular manner.

According to Arabit et.al.(1993), among the duties and responsibilities of student teachers is to maintain professional relationship – relationships with one's co-workers, pupils, parents, the community and the profession are clearly outlined in the Code of Ethics for School Personnel. This statement is clearly pointing to life and career skills.

In performing or carrying out work, it is essential that the required job skills first be articulated. This information not only helps to identify individuals who have the matching skills for doing the work but also the skills that will enhance the successful performance of the work. Yet often to perform well, it is not enough just to have these skills. It is also critical to complement the skills with the necessary knowledge and attitudes. The necessary knowledge will enable individuals to apply the right skills for any work situation that may arise while having the right attitudes will motivate them to put in their best efforts. These

skills, knowledge and attitudes required for the work are usually collectively referred to as competencies (Parry, 1998). There is general consensus about the importance of competencies both in the industry and academia (Athey & Orth, 1999; Dalton, 1997; Hoffmann, 1999; Kochanski, 1997; Spencer & Spencer, 1993). Organizations use information on competencies to a) develop training curricula for equipping new and existing workers to do the work, b) to form the basis for performance appraisal to identify workers' training needs and to evaluate workers' work performance, or c) simply to specify the recruitment needs for the work (Dalton, 1997; Kochanski, 1997). There is an abundance of existing research on competencies in the academic arena, largely marked by criticism about their fuzziness and an apparent lack of consistency across the various researches.

According to the study of Harel, Gedaliahu H., and Tzafrir, Shay S., (1999) there was the strong and significant relationship between training and performance. Managers should give special attention to the training of employees. Employee selection that can properly identify those candidates who fit the needs of the job, the work-team, and the organization can enhance performance.

In the dissertation of Sister Tejano (1997) it was revealed that from the standpoint of non-teaching employees, the most important among all the morale factors is "chances for growth and advancement".

The study of Pallen (2002) cites Larida (1987) who stated that teaching competence necessitates a wide range of knowledge on the part of the teacher whose directed ends contribute to the realization of the national educational development goals. Teaching competence is the ability of the teacher to let the students gain the habits, attitudes, appreciation and skills, drawn in the prescribed learning tasks. It involves professional skill, educational training, and continuous upgrading in the actual practice of the teaching profession. In a nutshell, teaching competence is the degree to which the teacher's underlying characteristics are capable of producing agreed upon educational effects. This teaching competence greatly leads to teaching effectiveness. The work of Pallen (2000) focused on competence of teaching personnel and the contributions of competent teaching personnel in the realization of the national educational development goals

Pallen (2000) likewise stated that the key to quality education in any country is the quality of the teaching force. This means that a school must not only have educationally qualified faculty but a teaching force that is truly dedicated and committed to serve the public especially the learners entrusted under their care. The success of the teacher and how a teacher makes a difference is shown in her manifestations of teaching competence and work values in the classroom instruction. For this important role, it is believed that certain characteristics should be possessed by the teacher. The teachers of today and tomorrow must have to propel excellence in the job that they perform to attain

quality education through innovations introduced to train teachers in their respective expertise, such that more skills and values can be applied in their undertakings. An effective teacher is not born. Teaching competence is gained through hard work and a genuine desire to improve.

The statements of Pallen (2000) did not only deal with teaching competence but how teachers can innovate and spell difference in their performance to attain quality education.

Quality Education

Stipulated in the Batas Pambansa Blg. 232 s. 1982 is the main thrust of higher education to achieve equity, efficiency, and high quality in institutions of higher learning both public and private, so that together, they will provide a complete set of program offerings that meet both national and regional development needs. The same goes with the Commission on Higher Education's Memorandum No. 40 s 2008 which stated that "It is the policy of the Commission on Higher Education to internationalize higher education in the country in order to facilitate the development of human resource base that will be responsive to the demands of the 21st century. The operation of international linkages and twinning programs shall be in accordance with the Commission's policies, standards and guidelines. The Commission recognizes that globalization, changing foreign policies, and liberalization of trade in goods and services worldwide have created a climate for borderless teaching and learning as well as expanded the

opportunities for transnational education. This phenomenon, together with rapid developments in information and communications technology, promotes access to foreign qualification, degrees, certificates and diplomas. It also encourages Philippine universities, colleges, and training institutions to offer credits and degrees in a borderless environment. The potential of transnational arrangements to provide education that meets human, social, economic, and cultural needs can only be achieved by ensuring the provision of quality educational services. Among the objectives of higher education are providing a general education program that will assist each individual to develop his potential as a human being, enhance the quality of citizen participation in the basic functions of society, and promote in each student a sense of national identity, cultural consciousness, moral integrity and spiritual vigor; training the nation's human resources in the required skills for national development, and to instill and foster the appropriate and relevant attitudes, skills and knowledge to enable each individual to become a useful, productive, globally competitive, and gainfully employed member of the society; to develop and maintain the integrity of the professions and disciplines that will provide leadership for the nation; and to advance the frontiers of knowledge through research work, and apply the technology gained for improving the quality of human life and responding effectively to changing societal needs and conditions".

The above-cited law and memorandum respectively emphasized the call and mandate for the delivery of quality education and how the human resource in an educational institution plays a vital part in delivering quality education.

Transnational education refers to all types of higher education study program, or sets of courses of study, or educational services in which the learners are located in a country different from one where the awarding institution is based. Such program may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.

Transnational education is a matter of critical public interest in terms of relevance of content to national needs and the need to safeguard the interests of legitimate education providers and the general public. Quality assurance, audit, accreditation and similar activities protect the interests of various stakeholders in transnational education.

Guided by the principles adopted by the UNESCO/Council of Europe, the Commission recognizes the Philippine commitments to bilateral, regional and multilateral trade agreements such as the General Agreement on Trade and Services and the ASEAN Framework agreement on Services (Code of Good Practice in the Provision of Transnational Education, 2001).

In the Revised Manual of Regulations for Private Schools in Basic Education (2010), it stated that personnel should work by precepts and example in terms of excellence and personal integrity. One should broaden and update his competence through reading professional and scientific publications and journals, and when appropriate through purposeful participation in local and national meetings, seminars, conferences, workshops and other similar fora. A school personnel should share his expertise toward the expansion of the frontiers of knowledge in his profession through researches, creative writings, and active participation in professional and educational conferences.

In the Code of Ethics of Professional Teachers (1997), every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall be at his best at all times in the practice of his profession. Every teacher shall participate in the continuing professional education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Industries are partners in education. In fact, the two government education agencies like the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED) have been doing a

series of dialogues with the Department of Labor and Employment (DOLE) and other non-government agencies to address the needs of the industries and to re-align the course offerings of colleges and universities with the needs of the industries.

Increased interaction between practitioners and faculty has several potential advantages for both groups. Enhanced communication can lead to the development of a community where industry benefits from practical research provided by faculty, and academics have increased access to quality research sites offered by practitioners. Faculty could also increase course content and value through “hands on” interactions with the business community. In addition, partnerships with practitioners would offer valuable data for the evaluation of school curricula. Increased awareness of practitioners’ current and future needs could be instrumental to developing academic and faculty programs.

In the context of quality education, a recent study conducted by **Cisco Systems, Inc.(2008)** says that the future growth and stability of the global economy depends on the ability of education systems around the world to prepare all students for career opportunities and help them attain higher levels of achievement. However, despite numerous efforts to improve educational standards, school systems around the world are struggling to meet the demands of 21st century learners and employers. In both developed and developing nations, young people

have become increasingly reliant on social networking technologies to connect, collaborate, learn and create, and employers have begun to seek out new skills to increase their competitiveness in a global market place. Education, meanwhile, has changed much less. With few exceptions, schools have yet to revise their pedagogy to reflect current trends and technologies. The complexity of this challenge calls for a bold and timely response- a global solution that allows poorer countries to leapfrog costly stages in the development and expansion of their educational systems, while enabling schools around the world to incorporate 21st century skills into demanding curricula. This paper proposes a new paradigm of 21st century learning; one that will require a holistic transformation of education systems. It will be guided by a comprehensive road map of curricular and assessment reform, new teacher recruitment and training strategies, leadership development, and the integration of collaborative technologies. It will be facilitated by exceptional teachers and supported by technologies that allow individuals to create, adapt and share content. Students will complete project-based, cross-disciplinary tasks that encourage innovation and cross-cultural collaboration, and apply their knowledge and creativity to solving real-world problems. Although the vision is global, the path to 21st century education requires a local journey; one that recognizes and responds to specific challenges and opportunities. The end goal is the systemic improvement of both the quality and accessibility of education throughout the world.

The above-stated literatures proved the commitment of the educational agencies of the Philippines to promote quality education not only locally but also transnationally and globally. The continuing thrust to provide quality education has set the standards of the Philippine education system to a higher level since the world's demand for quality education has increased tremendously. The world is changing rapidly that the education system must be able to cope with the change or else will leave the Filipino graduates not fit to the demands of the global market. The 21st century skills strategic development program was conceived, in part, to renew and upgrade the commitment of the human resource of Mondriaan Aura College and the institution as a whole, to quality education.

Strategic Development Program

Strategic Management consists of the analyses, decisions, and actions an organization undertakes in order to create and sustain competitive advantages (Dess et.al 2010). First, the strategic management of an organization entails three ongoing processes; analyses, decisions, and actions. Strategic management is concerned with the analysis of strategic goals (vision, mission, and strategic objectives) along with the analysis of the internal and external environment of the organization. Next, leaders must make strategic decisions. And last are the actions that must be taken. Decisions are of little use, of course, unless they are acted on. Organizations must take the necessary actions to implement their strategies.

Strategies are the ideas, decisions and actions that enable a firm to succeed. The four key attributes of strategic management consist of 1) Strategic management is directed toward overall organizational goals and objectives, 2) Strategic management includes multiple stakeholders in decision making, 3) Strategic management requires incorporating both short-term and long-term perspectives and 4) Strategic management involves the recognition of trade-offs between effectiveness and efficiency (doing the right thing and doing things right). The cited processes and attributes support a strategic development program of any institution.

The strategic plan, sometimes called a corporate or institutional development plan, details the measures which the institution intends to take to achieve its mission. It sets a medium-term time-scale, usually over a three-year period. Its aim is to give the institution guidance and direction. However, the plan is not a rigid instrument and should be modified if significant internal or external events require it. In a competitive market for education, the production of a strategic plan assumes considerable importance. Without it, the institution lacks direction.

The strategic plan needs to address a number of key issues once the analysis of mission, vision, SWOT and critical success factors has been undertaken. Any institution must decide on market identification, the degree of

market penetration the institution expects to make, its portfolio of services, and the development of the portfolio.

There are two plans that one has to develop, namely, long-term plan and business or operating plan. In developing the long-term plan, one may apply any of the three generic strategies once one has decided which services and markets one is operating in. The first is cost-leadership strategy. This requires one to be the lowest cost institution within one's market. This is possible by the extensive use of technology, economics of scale, strict control costs, etc. It is important that quality must not be sacrificed in the drive to reduce unit costs. Many customers will pay more for quality (Monis, 1999).

The second, differentiation, is a strategy which requires an institution to be unique in some way from its competitors. Quality is important for any institution which may wish to exploit this strategy because institutions claiming uniqueness will be subject to close scrutiny.

The third is called focus strategy. This involves concentrating on a particular geographical area, a customer group, or a market segment. It is a strategy of differentiation through market segmentation. It emphasizes the needs of the targeted groups to gain a competitive advantage. Again, quality is equally necessary for this strategy. Focusing will only work if the quality meets the customers' needs.

Orcullo, Jr. (2007) cites that the adoption of strategic management theories or principles in any organization should result to the formulation of strategic plan. The strategic plan may come in the form of a short, medium, or long-term plan which is a matter of choice, which one to prepare and define, what period is considered short, medium or long-term. What is really important is that the strategic plan should be a product of a process and a result of a workshop involving parties in the organization from the idea of vision-mission setting all the way to crafting strategies, implementation and monitoring of results- and taking corrective measures as necessary.

Strategic planning is an involved, intricate, and complex process that takes an organization into uncharted territory (David 2005). It does not provide a ready-to-use prescription for success; instead, it takes the organization through a journey and offers a framework for addressing questions and solving problems. Being aware of potential pitfalls and being prepared to address them is essential to success. Some pitfalls to watch for and avoid in strategic planning are: 1) Using strategic planning to gain control over decisions and resources, 2) Doing strategic planning only to satisfy accreditation or regulatory requirements, 3) Too hastily moving from mission development to strategy formulation, 4) Failing to communicate the plan to employees, who continue working in the dark, 5) Top managers making many intuitive decisions that conflict with the formal plan, 6) Top managers not actively supporting the strategic-planning process, 7) Failing to

use plans as a standard for measuring performance, 8) Delegating planning to a “planner” rather than involving all managers, 9) Failing to involve key employees in all phases of planning, 10) Failing to create a collaborative climate supportive of change, 11) Viewing planning to be unnecessary or unimportant, 12) Becoming so engrossed in current problems that insufficient or no planning is done, and 13) Being so formal in planning that flexibility and creativity are stifled.

The “Republic Act of 2009” named Philippine Normal University (PNU) as the National Center for Teacher Education (NCTE). This means that urgent reforms and transformations within the university should be done if PNU is to fulfill its mandate as NCTE, as well as to respond challenges and demands of varying scales and complexities. Holistic reforms within the university form part of the leadership role of PNU in upgrading the quality of competitiveness of teacher education in the country as implied in the law. Before any major reform is implemented however, a Strategic Development Plan needs to be crafted to ensure systematic, unified, and sustainable results. The Strategic Development Plan hence serves as the blueprint for the steps that PNU will take toward transforming PNU as NCTE and globally competitive and respected teacher education institution (Ogena 2012).

The insights of Ogena (2012) support a strategic development program for the human resource of an educational institution before any major reform in the human resource is implemented.

According to Silva (2008), part of the 21st century skills movement's plan is the call for greater collaboration among teaching and non-teaching personnel. Indeed, this is one of the plan's greatest strengths; Education leaders waste a valuable resource when they don't give personnel time to share their expertise. But where will schools find the release time for such collaboration? Will they hire more personnel? How will they provide the technology infrastructure that will enable personnel to collaborate with more than just the personnel down the hall? Who will build and maintain and edit the Web sites, wikis, and so forth? These challenges raise thorny questions about whether the design of today's schools is compatible with the goals of the 21st century skills movement.

For change to move beyond administrators' offices and penetrate classrooms, education leaders must understand that professional development is a massive undertaking. Most personnel don't need to be persuaded that project-based learning is a good idea—they already believe that. What personnel need is much more robust training and support than they receive today, including training plans that deal with the high cognitive demands and potential management problems of using people-centered methods. Unfortunately, there is a widespread

belief that personnel already know how to do this if only education leaders could unleash them from today's stifling standards and accountability metrics. This notion romanticizes people-centered methods, underestimates the challenge of implementing such methods, and ignores the lack of capacity in the field today. Instead, staff development planners would do well to engage the best personnel available in an iterative process of planning, execution, feedback, and continued planning. This process, along with additional personnel training, will require significant time. And of course none of this will be successful without broader reforms in how personnel are recruited, selected, and deselected in an effort to address the whole picture of education's human capital challenge.

The study of McClurg (2001) examined the practices of 35 organizations using team-based reward programs and identified some features of these programs that improve their effectiveness. Among the results, the indicated most valued programs were those associated with high levels of communication to employees about the specifics of the plan and strong worker involvement in the plan's design and implementation. The cited study clearly states that a program can be effectively designed and implemented with a strong worker involvement.

In the study of Salbuero (2013), he recommended among others the following:

1. That the school should include in its programs and objectives the establishment of a faculty development program which will

provide scholarship grants and assistance to faculty members furthering their academic preparations and qualifications.

2. That the school should create and establish a workforce with the new and innovative approach to work-life balance, total life planning. This will help faculty members examine important aspects of their professional and personal lives and understand how they relate to improve choices and develop an individualized plan. A life coach specializing on this could be tapped to help.
3. That a work-life balance enhancement programs through seminars and conferences shall be periodically conducted and follow-up training shall likewise be held.

The cited study reaffirms the needed competency in life and career skills through work-life balance and total life planning. Likewise, the recommendations of the researcher lead to faculty development program and work-life balance enhancement program for the faculty.

Salburo (2013) likewise cited Ducote (1990) who conducted a study to evaluate the teacher education program of Alabama including recruitment needs, proposals for program revision and program components. Findings of the study indicated that the faculty was the strengths of the teacher education program. One aspect of the program which required improvement was in classroom management skills.

The study of Ducote (1990) utilized the faculty as one of the respondents and in terms of revision of recruitment process for the human resource which was included in the strategic development program.

In the study of Billman (2006), she found out that in terms of the assessment of the existing projects and programs in manpower skills development, the rating was 4.43 described as excellent, an indication that the human resource do really thrust on the skills training and development and so with the development of livelihood and employment facilitation. The key success of any local government unit (LGU) is its ability to provide employment through income generating projects. But for these to be achieved, there is a necessity for a competitive manpower with high skills and well-developed potentials to be used for the progress of the municipality.

The above-cited study focused on how the programs and services of an organization were assessed to identify the current status of the organization in particular which the current study underwent in the initial phase of the design of the 21st century skills strategic development program.

In the study of Asban (2008), he found out that the human resource development practices of pastors in terms of communication skills was perceived Satisfactory by the church member respondents at a mean rating of 3.34. In terms of strategic thinking and planning skills, majority of the respondents rated the said ability of the pastors as Outstanding; in terms of human relations skills, majority

of the respondents rated the human relations skills of the pastors as satisfactory; in terms of leadership skills, majority of the respondents rated the pastors as Outstanding; and in terms of personal effectiveness, the respondents rated the pastors as Outstanding.

He recommended that the pastors of the Assemblies of God should strive more to enhance their human resource development practices, and should include seminar on effective communication, planning and evaluation, participation in summit, group dynamics, etc. among its action plan to improve the human resource development practices of the pastors of the Assemblies of God in Olongapo City.

In the study of Jhocson (2009), he found out that based on the assessment of the respondents, the curriculum and its faculty development program were ranked lowest. To achieve academic excellence and produce graduates that fit the expectation and requirements of its market- the employers, the challenge for the university is to keep its core strength in academic offerings by improving its curriculum and formalizing its faculty development program. To ward off threat and respond to the growing and changing needs of the job market and its competitors, the university should establish linkages with the business and industry conducting internal research on problems relating to curriculum and faculty development.

The cited study of Jhocson formulated a strategic plan which included the faculty development plan. Jhocson covered the whole of his university's components like curriculum, instruction, faculty and staff, organizational structure, physical plant, and ancillary services. He likewise assessed the vision, mission and goals of his institution and utilized SWOT Analysis.

In the study of Frogosa (2011) he assessed the status of the guidance program as perceived by the respondents in terms of the vision, mission and goals of his institution. He likewise assessed the levels of performance of guidance counselors in terms of planning and budgeting, organizing and staffing, assessing, evaluating and rewarding, and leading and motivating. In terms of the variables assessed, Frogosa included the current status of the human resource in terms of the vision, mission and goals of the institution and in terms of the assessment of the performance levels of the guidance counselors.

The study of Ramos (2010) reveals how a performance management developmental program for AMA Education System in Iloilo City was prepared. It provides a guide to school administrators and personnel to improve the effectiveness of their performance management practices. Performance management is one area of human resource management that discusses what needs to be done to be successful on the job. The management must also align employee's performance with the organization's goals. The researcher proposed a

development program to improve the present condition of the performance management practices in terms of performance planning, performance monitoring and coaching and performance evaluation and development. Seminars/workshops were included in the program.

The study of Halili (2009) assessed the communication styles and organizational work climate of the Holy Child Catholic School. He proposed a communication plan that describes what the organization wants to accomplish with the organization's communication activities objectives); ways in which those activities can be accomplished (program of work); to whom communication activities are addressed (audience); how to accomplish the objectives (the tools and timetable) and how to measure the results of the program (evaluation). The proposed communication plan hoped to help the organization give a day-to-day work focus, set priorities, and sense of order and control.

SWOT Analysis

Any organization must develop and execute good strategies to win. A food offense without a good defense, or vice versa, usually leads to defeat (David 2005). Developing strategies that use strengths to capitalize on opportunities could be considered an offense, whereas strategies designed to improve upon weaknesses while avoiding threats could be termed defensive. Every organization

has some external opportunities and threats and internal strengths and weaknesses that can be aligned to formulate feasible alternative strategies.

The SWOT Matrix is an important matching tool that helps managers develop four types of strategies: SO (strengths-opportunities) Strategies, WO (weaknesses-opportunities) Strategies, ST (strengths-threats) Strategies, and WT (weaknesses-threats) Strategies. Matching key external and internal factors is the most difficult part of developing a SWOT matrix and requires good judgment- and there is no one best set of matches.

SWOT analysis has become a commonplace tool of strategic planning in education, but it remains a most effective means of locating an institution's potential. The SWOT can be divided into two elements- an internal analysis concentrating on the performance of the institution itself, and an environmental analysis. The strengths and weaknesses exercise is essentially an internal audit of how effectively the institution performs. The threats and opportunities aspect concentrates on the external or environmental context in which the institution operates. The SWOT analysis aims to produce a small number of key areas under the headings: Strengths, Weaknesses, Opportunities and Threats. The aim of the exercise is to maximize strengths, minimize weaknesses, reduce threats and build on opportunities.

The SWOT activity can be strengthened by ensuring that the analysis focuses on both the customer requirements and the competitive context in which the institution operates. These are the two key variables in developing a long-term corporate strategy. The strategy of the institution needs to be developed in such ways that the institution can defend itself against the competition and can maximize its attractiveness to its customers. If this exercise is blended with the examination of the mission and values, then a distinctive niche or identity can be sought which can differentiate the institution from its rivals. Once a distinctive identity can be developed, it is considerably easier to identify the quality characteristics for an institution.

SWOT analysis is a tried-and-true tool of strategic analysis (Dess et.al 2010). But SWOT has its limitations. It is just a starting point for discussion. By listing the organization's attributes, managers have the raw material needed to perform more in-depth strategic analysis. However, SWOT cannot show them how to achieve a competitive advantage. They must not make SWOT analysis an end in itself, temporarily raising awareness about important issues but failing to lead to the kind of action steps necessary to enact strategic change.

A Synthesis of the Related Literatures Cited in the Present Study

The cited literature dealt with how strategic development program is processed in an organization like an educational institutions and the skills that shall help human resource be globally competitive in the 21st century. They showcased the distinguishing features in the leaders of the 21st century particularly in the skills or abilities that are involved with learning and innovation skills, information, media and technology skills and life and career skills. They likewise infused 21st century skills into education and described the skills, knowledge and expertise learners need to succeed in work and life; how human resource like the school managers should align work environments with 21st century skills and how essential the 21st century skills are to the human resource to be more productive in the workplace to improve service delivery in schools. Moreover, the cited literatures stressed that educators and policy makers must ensure a complete development program for the human resource in education and the need to revamp how they think about the said human capital-how teaching and non-teaching personnel are trained and how these human resource contribute in the achievement of the educational vision, mission and goals of institutions like schools. All those cited literatures can support a study on strategic development program for human resource of an institution.

CHAPTER III

METHODOLOGY

This chapter presents the methodology that were used to gather, analyze, and interpret the needed data that served as reference for the design of the 21st century skills strategic development program for the human resource of Mondriaan Aura College in the Subic Bay Freeport Zone. This includes the research design, the process, respondents and sampling technique used, locale of the study, instrument, validation of the instrument, data gathering procedure, data analysis and statistical treatment.

Research Design

This study employed the quantitative and descriptive developmental designs.

This study collected, analyzed, interpreted, and reported quantitative data in a single study (Creswell 2005). It is quantitative because the mean ($\bar{x}$) in terms of how the human resource perceived the vision, missions and goals of Mondriaan College, the critical success factors and the levels of competence in the 21st century skills of the human resource was measured, analyzed, and interpreted.

Another methodology that this study employed was the descriptive developmental design. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from

the survey which describes the status quo, to developmental studies which seek to determine changes over time. According to Sevilla (1994), the descriptive method describes the nature of a situation as it exists at the time of the study and explores the causes of particular phenomena.

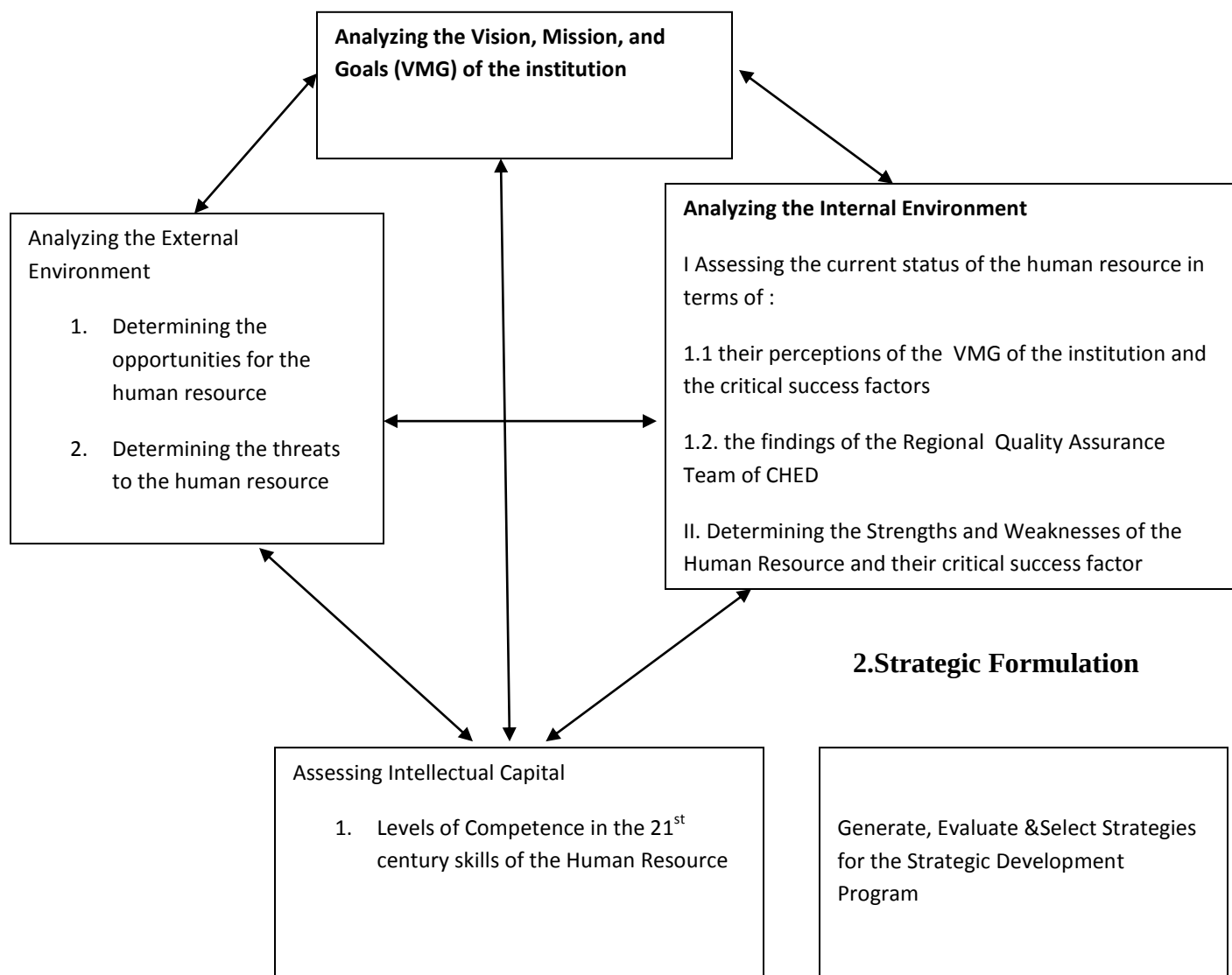
The data gathered using the cited research designs provided the researcher clear insights into what to include in the design of the 21st century skills strategic development program for human resource. Thus, the cited research designs were suited for the study.

The Research Process

Figure 3 shows a model (Dess et.al 2010) on how this study was processed and how such processes were central to the design of the strategic development program.

Figure 3 The Research Process

1. Strategic Analysis



As shown in the figure, the process started with the strategic analysis with the end in mind of effectively formulating and implementing strategies for the development program for the human resource. First, the institution's vision, mission and goals (VMG) were revisited and analyzed. Second, the status of the human resource in terms of their perceptions of the VMG and critical success factors, the findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED), and the strengths and weaknesses of the human resource and their critical success factors which comprise the internal environment of the institution were analyzed. Third, the analysis of the external environment in terms of the opportunities for the human resource and threats on the human resource was done. Fourth, the intellectual capital of the human resource in terms of their levels of competence in the 21st century skills was analyzed. These processes led to the generation, evaluation and selection of strategies that were included in the strategic development program for the human resource of Mondriaan Aura College, Subic Bay Freeport Zone.

Respondents and Sampling Technique

There were 51 members of the human resource of Mondriaan Aura College and out of the 51 were 19 teaching personnel and 32 non-teaching personnel. Out of the 51 questionnaires distributed, the researcher was able to retrieve 44 questionnaires; 17 came from the teaching personnel while 27 came from the non-teaching personnel. The researcher was able to retrieve 88% of the questionnaires.

The researcher employed purposive sampling or sampling with a purpose (Sevilla, 1994) since the study purposely asked and involved only the full-time human resource of Mondraan Aura College and the output of the study was aimed at providing a five-year 21st century skills strategic development program for the said human resource.

The profile of the respondents is as follows:

1. Age

Sixty-five percent of the teaching personnel are below 55 years old and above. Among the non-teaching personnel, 82% are below 55 years old and above. Over-all, 11 or 25% of the human resource of Mondriaan Aura College are approaching retirement age.

2. Sex

Majority or 52.94% of the teaching personnel are male and eight (8) or 47.06% are female. Among the non-teaching personnel, majority or 51.85% are male and 13 or 48.15% are female. Over-all, majority of the human resource are males.

3. Highest Educational Attainment

It revealed that M.A. degree holders dominated the teaching personnel in terms of highest educational attainment while the non-teaching personnel are

dominated by those with M.A. units. Over-all, 15 or 34.09% of the human resource of Mondriaan Aura College are with M.A. units.

4. Current Position

Among the teaching personnel respondents, 17 or 100% are holding a full-time position as faculty members while among the non-teaching personnel, 11 or 40.74% are deans/department heads/coordinators, 10 or 37.04% are administrative staff and six (6) are support staff. Over-all, majority or 61.36% of the full-time human resource of Mondriaan Aura College are non-teaching personnel.

5. Length of Working Experience

Most of the human resource of Mondriaan Aura College have been working for 11-15 years.

6. Average Monthly Income

Over-all, 16 or 36.36% of the human resource of Mondriaan Aura College are earning between Php 11,000-15,000.

Locale of the Study

This study was conducted in Mondriaan Aura College located at the Subic Bay Freeport Zone (SBFZ) in Olongapo City, Region III. Mondriaan Aura College or AURA, on her 21st year, is a collaborative product of the mother and son team of Dr. Aurora Gutana Geniza and Dr. Edgar Gutana Geniza, both known educators in Olongapo City. It is one of the components of Aura Education System; the two others are Mondriaan Montessori School and Aura de Laurentus Business High School which are also located in Olongapo City.

AURA offers an array of courses like Master in Management major in Human Resource Management, Public Administration, and Business Administration; Master of Arts in Teaching, Bachelor of Arts major in Mass Communication, Behavioral Science, Bachelor of Science in Accountancy, Bachelor of Science in Accounting Technology, Bachelor of Science in Business Administration major in Management, Bachelor of Science in Business Administration major in Human Resource Development Management, Bachelor of Science in Information Technology, Bachelor of Science in Computer Science, Associate in Computer Technology, Bachelor of Science in Computer Engineering, Bachelor of Science in Electronics Engineering, Bachelor of Science in Industrial Engineering, Bachelor in Elementary Education, Bachelor in Secondary Education major in English, Filipino, Mathematics and Science,

Associate in Aircraft Maintenance Technology, Associate in Computer Secretarial, Computer Hardware Servicing and Hotel and Restaurant Services.

Consistent with the College vision for academic excellence, only qualified faculty members are hired. The Aura teaching staff is professionally qualified, academically competent individuals dedicated to the ideals for which the College is committed to. As a rule, only lawyers handle law subjects for Business Education students while Certified Public Accountants handle professional accounting subjects. Only M.B.A.s handle management subjects while licensed Engineers and/or those with Master's Degree in Engineering handle major engineering subjects. Only MA/MS and PhD/Ed.D. handle professional education subjects. Consistent with this, professors who specialize in English, Filipino, Mathematics, and General Science handle these subjects.

Figure 4 shows the vicinity map of Mondriaan Aura College

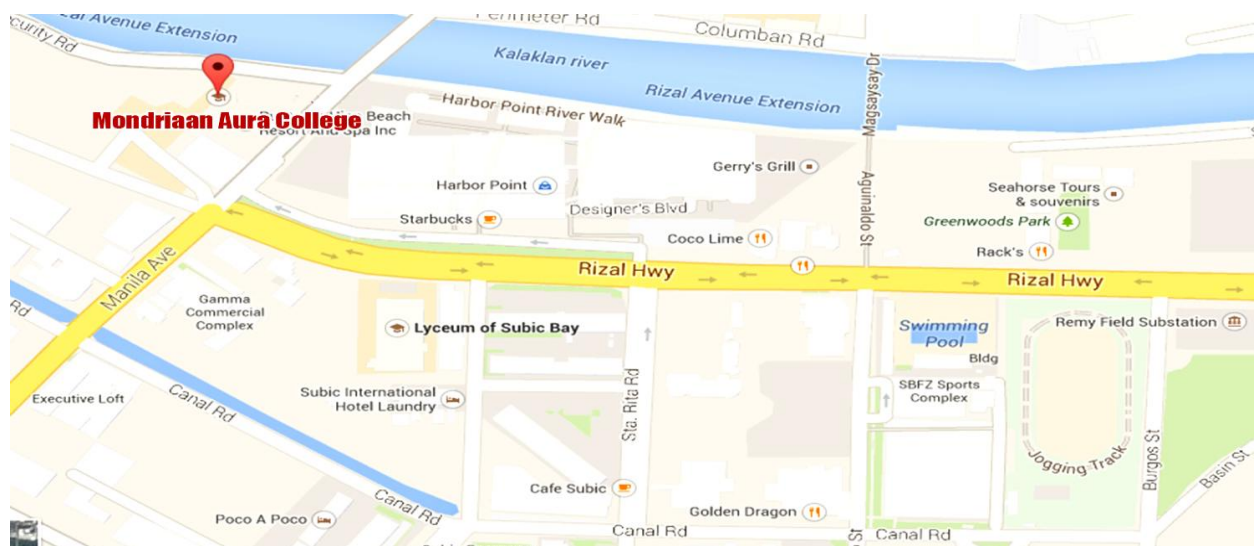


Figure 4 Vicinity Map of Mondriaan Aura College, Subic Bay Freeport Zone

Instrument

There were three instruments used in this study. The first instrument determined the profile of the participants in terms of their age, sex, highest educational attainment, current position, length of working experience and average monthly income. (Please refer to Appendix A).

The second questionnaire was adopted from the questionnaire of Jhocson (2005) which he utilized in his dissertation “A Strategic Management Plan for a Tertiary Private University”. (Please refer to Appendix A). It consisted of 20-item questions broken down into 11 questions that assessed the current status of the human resource in terms of how they perceived the vision, mission, and goals of

Mondriaan Aura College, three questions that assessed the critical success factors of the vision, mission and goals of Mondriaan Aura College as perceived by the human resource, and six (6) questions that assessed the critical success factors of the human resource as perceived by themselves.

The third instrument was a 71- item questionnaire which determined the levels of competency in the 21st century skills of the human resource. The researcher utilized the 21st century skills standards rubrics (www.k12.wa.US/CareerTechEd/.../21st_centuryskillsStandardsRubrics.doc) for the teaching personnel and non-teaching personnel. (Please refer to Appendix C). The said rubrics were modified in terms of questions A2 and 2.B.1 to suit the non-teaching personnel.(Please refer to Appendix D). The 21st century skills assessed included learning and innovation skills, information, media and technology skills, and life and career skills. The levels were described as 1-Not at Standard, 2-Approaching Standard, 3-Meet Standard, and 4-Exceeds Standard.

In assessing the Learning and Innovation Skills, there were eight (8) areas included namely, 1)Work Creatively with Others, 2)Implement Innovations, 3)Reason Effectively, 4)Use Systems Thinking, 5) Make Judgments and Decisions 6) Solve Problems 7)Communicate Clearly and 8) Collaborate with Others.

In assessing the Information, Media & Technology Skills, there were five (5) areas included namely, 1)Access and Evaluate Information, 2) Use and Manage Information, 3) Analyze Media, 4) Create Media Products and 5) Apply Technology Effectively

In assessing the Life & Career Skills, there were 12 areas included namely, 1) Adapt to change, 2) Be flexible, 3) Manage Goals and Time, 4) Work Independently, 5) Work Independently, 6) Be self-directed Learners, 7) Interact Effectively with Others, 8) Work Effectively in Diverse Teams, 9) Manage

Projects, 10) Produce Results, 11) Guide and Lead Others and 12) Be responsible to Others.

In the SWOT analysis, there was a separate meeting conducted among the teaching and non-teaching personnel, student representatives and a stakeholder. There were four (4) groups formed who brainstormed on the SWOT of the human resource and presented the outputs of their brainstorming to the forum. All the outputs were analysed, synthesized and recorded.

Validation of the Instrument

In Jhocson's study, he used a modified version of an instrument from a related study in Strategic Management. The number of items in each component was identified based on the degree of need, applicability, and appropriateness in the present setting of his university. Jhocson showed the questionnaire to his advisers. The validity of his questionnaire was established by seeking the assistance of 12 faculty members, one vice-president, and one assistant principal who evaluated the content and appropriateness of the instrument. Their suggestions were considered in coming up with the final form before the pre-testing was done.

In this study, the researcher sought the expertise of her advisers and other experts in writing and test construction to further validate the instrument of Jhocson and the instrument that determined the levels of competence in the 21st century skills of the respondents. She sought the comments and recommendations of five part-time teaching personnel who are working as full-time non-teaching personnel in other colleges and government agencies and acted as panel of evaluators (one is a dean, two are certified public accountants, one is a research staff, and one is a human resource manager). According to the panel of evaluators the instruments satisfy the need, applicability and appropriateness

criteria and can be administered to the participants but the 21st century skills standards rubrics had to be modified accordingly for the non-teaching personnel specifically for items A2 and 2.B.1. The other questions did not need modifications. The researcher modified the questionnaire for the non-teaching personnel as recommended and the instruments were pre-tested among the 12 students who are enrolled in 18 units of education (for teaching personnel) and 10 student assistants (for non-teaching personnel). The questionnaires, were finally administered to the respective human resource .

Data Gathering Procedure

The researcher conducted the following procedures in gathering the data for this study. The process consisted of three (3) stages namely, Planning and Preparation, Designing and Developing the 21st Century Skills Strategic Development Program for Human Resource and Presentation for Approval to the College President.

Figure 5 shows the stages that the data gathering procedure underwent.

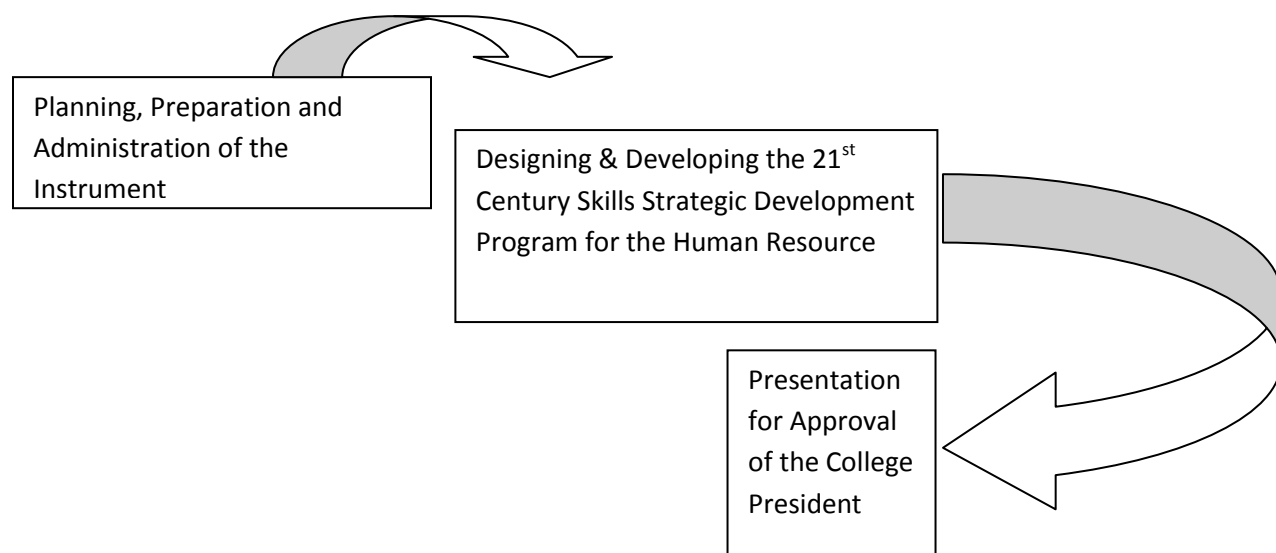


Figure 5 The Stages of the Data Gathering Procedure

As shown in the figure, data gathering procedure underwent the following stages:

I. Planning and Preparation

1. The researcher coordinated with the respective authorities and persons for the schedule of the administration of the research questionnaires.
2. A formal letter was written to the College President of Mondriaan Aura College with the intention of asking permission to conduct the research study and assistance to formally administer the necessary tools to achieve the research's goal. (Please see Appendix E).
3. The questionnaires for the vision, mission and goals and critical success factors and levels of competency were personally administered observing highest ethical standards in the practice of research.
4. The management team carefully analysed the recent findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED) to further determine the current status of the human resource.
5. A meeting was conducted for the SWOT analysis. There were four groups formed consisting of the teaching personnel, administrative staff, support staff, and student representatives with an external stakeholder who analysed through brainstorming the strengths, weaknesses, opportunities and threats (SWOT) of the human resource. A presentation of the findings followed right after. The group merged as one in the final analysis and synthesized the findings.
6. The data gathered were collated, recorded, analysed, and interpreted.

II. Designing and Developing the 21st Century Skills Strategic Development Program for the Human Resource

1. The initial design of the strategic development program was drafted based on the gathered data and findings of the study.
2. The drafted design of the strategic development program was validated by the management team in an official meeting and their comments and suggestions to improve the design were noted and addressed by the researcher. Improvements on the design were undertaken.
3. The strategic development program was presented to the human resource in a round table discussion. They were divided into two groups, (teaching and non-teaching) and together with two student representatives and a stakeholder, they were consulted about their suggestions and recommendations on what institutionalized policies can be formulated to implement and sustain the strategic development program for the human resource.

III. Presentation of the Strategic Development Program for the approval of the College President

Data Analysis and Statistical Treatment

The data were gathered, recorded, classified, tabulated and treated using the following statistical tools.

1. Frequency and Percentage Distribution. This was used to obtain a quantitative analysis of the respondent's personal profile. This procedure also helped determine the frequency of responses on a given variables and then to be computed in the percentage.

2. Weighted Arithmetic Mean. This was used to obtain the average of the respondents' personal profile and their levels of competency in the 21st century skills.

Scoring and Interpretation of Results

The researcher utilized the following rating scales in the scoring and interpretation of results:

For the determination of the current status of the human resource in terms of their assessment on the vision, mission and goals of Mondriaan Aura College and in terms of the critical success factors: (Please see Appendix A).

Rating Scale	Interpretation
1.0-1.49	Needs Improvement
1.5-2.49	Moderately Satisfactory
2.5-3.49	Satisfactory
3.5-4.0	Very Satisfactory

For the determination of the levels of competence in the 21st century skills of the human resource of Mondriaan Aura College: (Please see Appendix B).

Rating Scale	Interpretation
1.0-1.99	Not at Standard
2.0-2.99	Approaching Standard
3.0-3.99	Meet Standard
4.0	Exceeds Standard

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data that were gathered and collated from this study, their analyses and interpretations. The data that are presented were based on the findings gathered from the determination of the current status of the human resource of Mondriaan Aura College, Subic Bay Freeport Zone in terms of their perceptions of the institution's vision, mission and goals and critical success factors, in terms of the recent findings conducted by the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education, the levels of competency in the 21st century skills of the human resource, the strengths, weaknesses, opportunities and threats of the human resource as assessed by themselves, the design of the strategic development program for the human resource based on the findings and results of the first three variables, and the proposed human resource policies to implement and sustain the said strategic development program. The data were carefully analyzed and interpreted and likewise are now presented accordingly.

1. Current Status of the Human Resource of Mondriaan Aura College in terms of:

1.1 Their Assessment on the Institution's Vision, Mission, and Goals (VMG) and Critical Success Factors

AURA VISION

A highly recognized educational institution in Region III making a difference in meeting the academic needs of the people of Olongapo, Zambales and Bataan through education for liberation.

AURA MISSION

To make a difference in meeting the academic needs of the people of Olongapo, Zambales and Bataan through education for liberation fostering academic excellence as shown by higher employability rating of her graduates in the national and international levels, higher passing rates in the board examinations, more unique program offerings responsive of the needs of the industries, and stronger industry linkages.

To foster professional responsibility and social awareness and to develop a human resource who are more committed, more involved, more globally competitive and more equipped.

Table 1 shows how the human resource assessed the vision, mission, and goals of Mondriaan Aura College.

Table 1 The Current Status of the Human Resource in Terms of Their Perceptions of the Vision, Mission and Goals of Mondriaan Aura College

N=44

Areas of the Vision, Mission and Goals Assessed	Teaching Personnel Mean	Interpretation	Non-Teaching Personnel Mean	Interpretation	Teaching & Non-teaching Personnel Mean	Interpretation
1.The vision, mission and goals of the institution are clearly stated and well-defined.	3.47	Satisfactory	3.26	Satisfactory	3.37	Satisfactory
2. The vision, mission and goals of the institution have the following benefits:						
2.1Encourage the development of sense of purpose	2.53	Satisfactory	3.22	Satisfactory	2.88	Satisfactory
2.2 Facilitate decision making	3.06	Satisfactory	3.07	Satisfactory	3.06	Satisfactory
2.3 Facilitate communication both internally and externally	2.82	Satisfactory	3.26	Satisfactory	3.04	Satisfactory
2.4 Classify marketing strategy	2.71	Satisfactory	2.85	Satisfactory	2.78	Satisfactory
	2.78	Satisfactory	3.10	Satisfactory	2.94	Satisfactory
3.The vision, mission and goals are understood by the						Satisfactory
3.1 administrators	2.59	Satisfactory	3.30	Satisfactory	2.94	Satisfactory
3.2 faculty	2.59	Satisfactory	3.30	Satisfactory	2.94	Satisfactory
3.3 staff	2.59	Satisfactory	3.74	Very Satisfactory	3.16	Satisfactory
	2.59	Satisfactory	3.45	Satisfactory	3.02	Satisfactory

4. The vision, mission and goals are relevant to the needs of the						
4.1 Administrators	3.12	Satisfactory	3.22	Satisfactory	3.17	Satisfactory
4.2 faculty	2.65	Satisfactory	3.22	Satisfactory	2.94	Satisfactory
4.3 staff	2.65	Satisfactory	2.74	Satisfactory	2.70	Satisfactory
	2.81	Satisfactory	3.06	Satisfactory	2.94	Satisfactory
				Grand Mean	2.99	Satisfactory
Critical Success Factors of the Vision, Mission and Goals as Assessed by the Human Resource						
1.The vision, mission and goals are clearly defined and explicitly expressed the following:						
1.1where the school wants to go	3.47	Satisfactory	3.15	Satisfactory	3.31	Satisfactory
1.2 ideal state or condition the organization wants to attain	3.47	Satisfactory	3.15	Satisfactory	3.31	Satisfactory
1.3 purpose of the organization	3.47	Satisfactory	3.15	Satisfactory	3.31	Satisfactory
	3.47	Satisfactory	3.15	Satisfactory	3.31	Satisfactory
				Grand Mean	3.31	Satisfactory

As shown, the status of the teaching personnel in terms of how they perceived” the vision, mission and goals of the institution as clearly stated and

well-defined” obtained a mean of 3.47 or satisfactory. In terms of the “benefits of the vision, mission, and goals of the institution”, the teaching personnel registered a mean of 2.78 or satisfactory. In terms of “the vision, mission and goals are understood”, the teaching personnel registered a rating of 2.59 or satisfactory. In terms of “ the vision, mission and goals are relevant to the needs of the administrators, faculty and staff”, the teaching personnel registered a mean of 2.81 or satisfactory. In terms of how the teaching personnel perceived the critical success factors of the vision, mission and goals of the institution, they registered a mean of 3.47 or satisfactory.

In terms of the non-teaching personnel, their status in terms of how they perceived” the vision, mission and goals of the institution as clearly stated and well-defined” obtained a mean of 3.26 or satisfactory. In terms of the “benefits of the vision, mission, and goals of the institution”, the non- teaching personnel registered a mean of 3.10 or satisfactory. In terms of “the vision, mission and goals are understood by the staff, administrators and faculty”, the non- teaching personnel registered a mean of 3.45 or satisfactory. In terms of “ the vision, mission and goals are relevant to the needs of the administrators, faculty and staff” , the non- teaching personnel registered a mean of 3.06 or satisfactory. In terms of how the non- teaching personnel perceived the critical success factors of the vision, mission and goals of the institution, they registered a mean of 3.15 or satisfactory in “ The vision, mission and goals are clearly defined and explicitly

expressed 1) where the school wants to go, 2) ideal state or condition the organization wants to attain, and 3) purpose of the organization”.

The vision, mission and goals obtained a grand mean rating of 2.99 which means that the teaching and non-teaching personnel perceived the vision, mission and goals of Mondriaan Aura College as satisfactory. It means that the vision, mission and goals statement satisfactorily communicates the ultimate purpose of Mondriaan Aura College and what it stands for and makes it clear why the institution is different from all the others.

In terms of the critical success factors of the vision, mission and goals, a grand mean rating of 3.31 was obtained which means that the teaching and non-teaching personnel perceived the critical success factors as satisfactory. It implies that the critical success factors in terms of the vision, mission and goals of Mondriaan Aura College are satisfactorily defined and explicitly expressed where the school wants to go, the ideal state or condition the organization wants to attain, and the purpose of the organization.

1.2 The Recent Findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED)

The evaluation conducted by the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (Region III) on Mondriaan Aura College for the academic year 2013-2014 clearly emphasized, among the minimum standards, the need for a structured, institutionalized, written and comprehensive human resource development program, particularly, for:

- a. Sixty-five percent of the teaching personnel to complete master's and/or doctorate degree/s
- b. Attend continuing education seminars, workshops, conferences and others
- c. Undertake research activities and publication of research outputs
- d. Present lectures and papers in national and international conferences, symposia and seminars.
- e. Renew membership in professional organizations

The cited findings of the Commission on Higher Education highlight the standards/rules established by the said governing agency for teaching personnel to qualify for the global competition especially in terms of research outputs in refereed national and international journals..

For the administration and other non-teaching personnel, the commission further instructed compliance to the following:

- a. The guidance advocate must comply with her affidavit of undertaking with the administration to finish her Master in Guidance and Counseling and to take the board examination for guidance counselor. According to Republic Act 9258, a guidance counselor must finish M.A. in Guidance and Counseling to qualify for the licensure examination for guidance counselor.
- b. A library staff must finish the B.S. in Library and Information Science degree. This requirement was recently satisfied by one of the librarians of Mondriaan Aura College who did not only finish B.S. in Library Science but also passed the licensure examination for librarians.
- c. Update/renew, and notarize contracts of appointment of personnel and specify actual number of hours of service the personnel has to render and the exact date of appointment
- d. Provide documents to show that the following are provided by the administration:
 - 1. Tuition subsidy for Graduate Studies
 - 2. Study leave with pay
 - 3. Deloading to finish a thesis or carry out research activities
 - 4. Research grants

5. Travel grants for academic development activities such as special skills training and attendance in national/international conferences, symposia and seminars
6. Awards, recognition and other merit incentives
7. Purchase additional books for professional subjects
8. Subscribe to both local and international journals on a regular basis
9. Provide an educational technology laboratory that has the appropriate computer equipment and software, allows preparation, presentation and viewing of audio-visual materials to support instruction
10. Renew membership with Center for Educational Measurement, Inc. College Scholastic Aptitude Test (CEMCSAT) in partnership with Center for Educational Measurement, Inc. (CEM).
11. Subscribe to additional audio-visual materials/print and on-line materials
12. Create a library committee
13. Install at least one computer with internet access for exclusive use of the faculty members
14. Strengthen industry linkage

The above findings and recommendations of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED) mandate Mondriaan Aura College to take positive efforts to review, comply and upgrade her commitment to quality education and effect change in the institution through her human resource who can apply 21st century skills in terms of their official duties and responsibilities.

2.Strengths, Weaknesses, Opportunities and Threats (SWOT) and the Critical Success Factors of the Human Resource of Mondriaan Aura College.

A human resource meeting was undertaken primarily to analyze the recent findings of the RQAT and to determine the strengths and weaknesses of the human resource and the opportunities and threats to the human resource as assessed by themselves. Figure 6 shows the findings of the SWOT analysis.

Figure 6 Findings of the SWOT Analysis Conducted by the Human Resource of Mondriaan Aura College

Strengths 1. Academic qualifications 1.1 pursuing advance higher education 1.2 willing to meet standard set by RQAT of CHED 1.3 10% of the teaching personnel are now vertically articulated 2. Components of unique program offerings like AMT and B.S. Psychology 3. with strong industry linkage 3.1 trainers of locators in the Subic Bay Freeport Zone 4. Producing graduates with high passing rate in board examinations (CPA, ECE, LET, BSN, & Housekeeping (TESDA Certification). 4.1 producing graduates with high employability 5. fully participate in decision-making in the institution 6. creative, resourceful, and dignified in their actions 7. cohesive and with open communication 8. the assets of Mondriaan Aura College 9. committed and enduring hard and challenging situations to support the institution 10. enjoying academic freedom 11. privileged to engage in a part-time job outside the institution 12. high caliber, highly reputed and experts in their specializations	Weaknesses 1. 90% need vertical articulation 2. 25% are approaching retirement age 3. no formalized faculty development program 3.1 limited in-service training 3.2 rare opportunities accorded to attend national and international conventions and seminars 3.3 salary scheme needs review and adjustment 3.4 lack of incentive program to acquire technology for the development of instructional materials 3.5 lack of cash incentive program to motivate them to pursue and complete advance higher learning 4. lack of improved and upgraded laboratories 5. not re-oriented on a management approach highly built and developed on a more professional sense 6. accelerating culture of complacency/mediocrity 7. evidence of too much emotionality and highly emphasized sense of belongingness 8. absence of a clear-cut and well-defined organizational structure that can command respect from each member.
Opportunities 1. Strong teaching partnership with DepEd in the K-12 Program 1.1 to be part-time teachers in DepEd under the K-12 Program 1.2 pursue training relevant to market needs 1.3 take competency assessments of TESDA to be certified 1.4 attend continuing professional education and skills development training 2. Competition among educational institutions 2.1 apply differentiating strategy by practicing 21st century skills so that more students will enroll 2.2 establish tripartite effort in creating a harmonious relationship in the institution and develop total quality graduates 2.3 promote the use of English as an international business language in the campus 3. Influx of foreign investors in the Subic Bay Freeport Zone 3.1 enhance communication, code-switching skills 3.2 able to become instructors in English proficiency program and other training programs 4. Ayala Corporation to establish a call-center hub in the Subic Bay Freeport Zone 4.1 more students will need college education 4.2 more teaching opportunities 4.3 more human resource will be hired 5. Challenging financial situation and condition 5.1 improve financial management abilities and priorities 5.2 innovate and find ways to cope 5.3 expand territories and look for more resources 5.4 be more self-sufficient	Threats 1. New educational institutions offering alluring compensation package and equipped with complete and modern facilities 1.1 fast turn-over of highly qualified human resource 1.2. students will not choose to enroll in Mondriaan Aura College; less enrollees means less teaching loads; less compensation for the teaching personnel 1.3 job dissatisfaction will be experienced by the human resource 1.4 exodus of the human resource from Mondriaan Aura College as a worst case scenario

2.1 Strengths

As shown in the figure, the human resource of Mondriaan Aura College still consider their academic qualification as their primary strength. They have pursued advance higher education despite the challenging economic situation and they are willing to meet the requirements of RQAT to complete their advance higher education degrees. Some are vertically articulated already. They are components of the unique program offerings like Aviation Maintenance Technology (AMT) and B.S. Psychology which are offered only at Mondriaan Aura College in Olongapo City. They have strong industry linkage in terms of being able to train personnel of different locators in the Subic Bay Freeport Zone. Team Aura has responded to train such personnel in leadership, team building, planning, and the like. They have been producing graduates who have obtained high passing rate in board examinations like the Licensure Examination for Teachers (LET). In 2013, the graduates of BEED obtained a passing rate of 58.33% which exceeded the national passing rate of 45.45% and a passing rate of 90% for BSED which likewise exceeded the national passing rate of 43.50%. Because of the cited performance, Mondriaan Aura College received a commendation letter from the Commission on Higher Education Regional Office (CHEDRO). In the board examinations for Electronics and Communications Engineering and Accountancy, the graduates of Mondriaan Aura College are likewise performing well. The graduates also exhibit high employability especially in the Subic Bay Freeport Zone. At the same time, all concerned human resource are aware that they are encouraged to fully participate in

arriving at decisions in the institution; to act with ethical, legal and socially acceptable determination of solutions to problems with creativity, resourcefulness and human dignity. The human resource are cohesive and have maintained open communication among themselves and with the administration especially in those issues that concern the institution and their professions. The human resource is the primary asset of Mondriaan Aura College. They are committed to the institution and endure hard and challenging situations like decreased teaching loads for the teaching personnel and delayed salaries for the teaching and non-teaching personnel during low- enrolment semesters. The teaching personnel enjoy academic freedom in terms of teaching without fear. Both teaching and non-teaching personnel get the privilege to engage in a part-time work outside the institution as long as the administration is informed. The human resource of Mondriaan Aura College are highly reputed in the Subic Bay Freeport Zone and in the city of Olongapo in terms of their expertise and calibers.

2.2 Weaknesses

Based on the assessment of the human resource of Mondriaan Aura College, although many have pursued advance higher education, 90% of the teaching personnel need vertical articulation in terms of their educational qualifications. They have to address the recent mandate of the Commission on Higher Education (CHED) to institutions of higher learning to re-align the educational qualifications of the teaching personnel with their particular disciplines. Thus, the human resource must address this mandate by being open to the fact that they have to pursue another advance higher

education that is aligned with their undergraduate course. Many members of the human resource are approaching the retirement age. This situation is addressed in the strategic development program. They have no formalized faculty development program. According to the human resource, the initiative for improvement must always begin with the organization. Unless the organization provides the ideal climate for improvement, then, personal development of subordinates will not materialize. There were very few in-service training for the human resource, rare opportunities accorded to attend to national and international conventions and seminars, etc. The salary scheme of the human resource needs to be reviewed and adjusted to cope with the increasing prices of commodities and other resources. There is a much needed incentive program for the human resource to acquire technology like computers that can further aid the teaching personnel in the development of instructional materials. They further need cash incentive to be motivated to pursue and complete advance higher learning. They need laboratories that are improved and upgraded, not just to comply with the CHED requirements, but to develop the learners at their optimum as a primary concern. They need re-orientation on a management approach highly built and developed on a more professional sense; going beyond culture of familiarity and “family-ties” kind of transacting with personnel, breaking a culture of complacency and mediocrity, too much emotionality and highly emphasized sense of belongingness which at times seem “unhealthy” for an organization like the academe. The human resource do not see a

clear-cut and well-defined organizational structure that can command respect from each member.

2.3 Opportunities

The human resource of Mondriaan Aura College have identified the following opportunities that they can positively utilize to improve their strengths and weaknesses. The partnership with the Department of Education in terms of the K-12 program is one of the best opportunities assessed by the human resource. The teaching personnel are given the opportunity to teach in the junior and senior high school; however, they have to enhance their knowledge and skills, upgrade skills and keep on practicing them, to pursue training relevant to the market needs, and get the necessary competency assessment certifications or similar requirements from the participating agencies of the government. Innovations in the different fields are giving the human resource the opportunity, reasonable time and attention to cope by attending continuing professional education and skills development training, adopting latest technologies and involving in research activities not only for professional/career advancement but also to encourage and assist the industry to address organizational reforms for improvement. Because of the competition among educational institutions, the human resource found an opportunity to do the differentiating strategy by practicing 21st century skills in the workplace, to establish a well-rounded tripartite effort (administration-faculty-students) in creating a harmonious relationship to develop total quality graduates, and to promote the use of English as an international business language in Mondriaan Aura College. The influx of

foreign investors in the Subic Bay Freeport Zone particularly the Asians who do not know how to speak the English language and the plan of Ayala Corporation to establish a huge call center in the Subic Bay Freeport Zone are giving the opportunity for the human resource of Mondriaan Aura College to enhance their communication skills and other abilities that can engage them as instructors in the English Proficiency Program of the institution or in the other training programs. Likewise, more students shall be needing college education once the call center is in full operation; an indication of a perceived increase in the enrolment is to follow and the need to hire new members of human resource. The challenging financial situation and condition have given the human resource the opportunity to change and improve their paradigm as far as spending is concerned and in setting their priorities. The challenges allow the human resource the chance to innovate and find ways to cope with the challenging times, expand their territories look for more resources other than their salaries in the institution and utilize the resources efficiently to be more self-sufficient.

2.4. Threats

The human resource assessed the threats against them and found out that there are new educational institutions that are offering alluring compensation package and are threatening Mondriaan Aura College as a whole of turn-over of highly qualified human resource. They are threatened to be left alone with new hires once the majority of the old human resource would choose to transfer to another institution. The implementation of the K-12 Program poses a projected “jobless condition” for the teaching personnel who

are less qualified starting June 2015. The business expansions in the area that can lead to termination of the lease agreement between Mondriaan Aura College and Subic Bay Metropolitan Authority (SBMA) are threatening the human resource of a reduction in the workforce as the need arises since the institution has to move to a new location and face different challenging situations and worst scenario like being compelled to stop its operation. The emergence of new educational institutions exhibiting modern and complete facilities is a threat to the institution to experience decreased enrolment that probably can cause a domino effect on the human resource who will be receiving decreased workloads and will be experiencing job dissatisfaction. The worst case scenario is an exodus of the human resource.

2.5 Critical Success Factors in Terms of the Human Resource

Table 2 shows the current status of the human resource in terms of their critical success factors.

Table 2 **Current Status of the Human Resource of Mondriaan Aura College**
in Terms of their Critical Success Factors N=44

Areas Assessed	Teaching Personnel Mean	Interpretation	Non-Teaching Personnel Mean	Interpretation	Teaching & Non-teaching Personnel Mean	Interpretation
1.The human resource are all qualified in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution.	2.24	Moderately Satisfactory	2.33	Moderately Satisfactory	2.28	Moderately Satisfactory
2.The human resource see a well-defined organizational structure and lines of authority that allow highly efficient and effective governance in the following areas:						
2.1 recruitment and selection of personnel	2.53	Satisfactory	2.37	Moderately Satisfactory	2.45	Moderately Satisfactory
2.2 training	1.94	Moderately Satisfactory	2.37	Moderately Satisfactory	2.16	Moderately Satisfactory
2.3 career development	1.94	Moderately Satisfactory	2.37	Moderately Satisfactory	2.16	Moderately Satisfactory
2.4 benefits and compensation	1.94	Moderately Satisfactory	2.37	Moderately Satisfactory	2.16	Moderately Satisfactory
	2.09	Moderately Satisfactory	2.37	Moderately Satisfactory	2.23	Moderately satisfactory
3.The human resource are allowed by the school's organizational structure and governance procedure to engage in a healthy work culture and positive professional climate.	3.47	Satisfactory	3.22	Satisfactory	3.34	Satisfactory
				Grand Mean	2.42	Moderately Satisfactory

As shown, the teaching personnel gave a mean rating of 2.24 or moderately satisfactory to “The human resource are all qualified in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution”. In terms of “ The human resource see a well-defined organizational structure and lines of authority that allow highly efficient and effective governance”, the human resource gave a high mean rating of 2.53 or satisfactory in “recruitment and selection of personnel” and a low mean rating of 1.94 or moderately satisfactory in “training, career development, and benefits and compensation” respectively. In terms of “ The human resource are allowed by the school’s organizational structure and governance procedure to engage in a healthy work culture and positive professional climate”, the teaching personnel gave a mean rating of 3.47 or satisfactory.

In terms of the non-teaching personnel, they registered a mean rating of 2.33 or moderately satisfactory to “The human resource are all qualified in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution”. In terms of “ The human resource see a well-defined organizational structure and lines of authority that allow highly efficient and effective governance”, the non-teaching personnel gave a mean rating of 2.37 or moderately satisfactory in the areas “recruitment and selection of personnel”, “training, career development, and benefits and compensation” respectively. In terms of

“ The human resource are allowed by the school’s organizational structure and governance procedure to engage in a healthy work culture and positive professional climate”, the non-teaching personnel gave a mean rating of 3.22 or satisfactory.

Over-all, the critical success factor obtained a grand mean of 2.42 which means that the human resource found the critical success factors as moderately satisfactory. It implies that the human resource found the critical success factors as moderately satisfactory in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution; for not seeing enough well-defined organizational structure and lines of authority that allow highly efficient and effective governance in recruitment and selection of personnel, training, career development and benefits and compensation; that the human resource found it only moderately satisfactory for the school’s organizational structure and governance procedure to allow them to engage in a healthy work culture and positive professional climate.

According to Steiniger (1994), a leader is lost without a loyal, competent and dedicated human resource. The human resource must, therefore, be that leader’s number one concern if the organization is to succeed. Properly motivated human resource who are reasonably competent, can and often do, produce goods or render services that satisfy customers.

Properly trained human resource feel good about their organization and are loyal to it and do well to please customers so as to succeed at his or her own job. An employee who takes pride in his work and wants to succeed takes the necessary steps to keep customer loyalty. A leader who focuses primarily on his own workforce and helps create the conditions for the employees to succeed will have a lot less to do in terms of positioning that workforce to address customer needs- which is, after all, the key to survival of any organization.

3.Levels of Competency in the 21st Century Skills of the Human Resource of Mondriaan Aura College

1. Learning and Innovation Skills

Table 3 shows the levels of competency in the learning and innovation skills of the human resource of Mondriaan Aura College.

Table 3 Levels of Competency in the Learning & Innovation Skills of the Human Resource of Mondriaan Aura College N=44

Learning & Innovation Skills	Teaching Personnel N=17 Mean	Interpretation	Non-Teaching Personnel N=27 Mean	Interpretation	Mean	Interpretation
Working Creatively with Others	3.53	Meet Standard	3.07	Meet Standard	3.30	Meet Standard
Implementing Innovations	3.53	Meet Standard	3.26	Meet Standard	3.40	Meet Standard
Reasoning Effectively	3.41	Meet Standard	3.15	Meet Standard	3.28	Meet Standard
Using Systems Thinking	3.65	Meet Standard	3.33	Meet Standard	3.49	Meet Standard
Making Judgments and Decisions	3.59	Meet Standard	3.26	Meet Standard	3.42	Meet Standard
Solving Problems	3.41	Meet Standard	3.22	Meet Standard	3.32	Meet Standard
Communicating Clearly	3.41	Meet Standard	3.15	Meet Standard	3.28	Meet Standard
Collaborating with Others	3.47	Meet Standard	3.44	Meet Standard	3.46	Meet Standard
				Grand Mean	3.37	Meet Standard

As shown in the table, they obtained a mean of 3.30 or “Meet Standard” in “Working Creatively with Others”, 3.40 or “Meet Standard” in “Implementing Innovations”, 3.28 or “Meet Standard” in “Reasoning Effectively”, 3.49 or “Meet Standard” in “Using Systems Thinking”, 3.42 or “Meet Standard” in “Making Judgments and Decisions”, 3.32 or “Meet Standard” in “Solving Problems”, 3.28 or “Meet Standard” in “Communication Clearly” and 3.46 or “Meet Standard” in “Collaborating with Others”. They obtained a grand mean of 3.37 which means that the human resource

of Mondriaan Aura College “Meet Standard” in Learning and Innovation Skills. This implies that the human resource of Mondriaan Aura College meet the standard in terms of collaboration, sharing best practices and integrating 21st century skills into workplace practice; they teach and learn in relevant, real world 21st century contexts (through project-based or other applied work, allow equitable access to quality teaching and learning tools, technologies and resources, provide 21st century architectural and interior designs for group, team and individual teaching and learning, and support expanded community and international involvement in teaching and learning, both face-to-face and on-line)

2. Information, Media and Technology Skills

Table 4 shows the levels of competency of the human resource of Mondriaan Aura College in information, media, and technology skills.

Table 4 **Levels of Competency in Information, Media & Technology Skills of the Human Resource of Mondriaan Aura College N=44**

Information, Media & Technology Skills	Teaching Personnel Mean	Interpretation	Non-Teaching Personnel Mean	Interpretation	Mean	Interpretation
Accessing & Evaluating Information	3.47	Meet Standard	3.11	Meet Standard	3.29	Meet Standard
Using & Managing Information	3.47	Meet Standard	3.30	Meet Standard	3.38	Meet Standard
Analyzing Media	3.41	Meet Standard	3.15	Meet Standard	3.28	Meet Standard
Creating Media Products	3.35	Meet Standard	3.11	Meet Standard	3.23	Meet Standard
Applying Technology Effectively	3.47	Meet Standard	3.15	Meet Standard	3.31	Meet Standard
				Grand Mean	3.38	Meet Standard

As shown, the human resource obtained the mean of 3.29 or “Meet Standard” in “Accessing & Evaluating Information, 3.38 or “Meet Standard” in “Using & Managing Information”, 3.28 or “Meet Standard” in “Analyzing Media”, 3.23 or “Meet Standard” in “Creating Media Products” and 3.31 or “Meet Standard” in “Applying Technology Effectively”. The human resource obtained a grand mean of 3.38 which means that they “Meet Standard” in Information, Media & Technology Skills. It implies that the human resource of Mondriaan Aura College meet standard in terms of bringing many opportunities for improving classroom instruction, teaching methodologies, research works, data base management of collections, organizations, storage, and distribution of data of students and instruction, and electronic communication.

3. Life and Career Skills of the Human Resource of Mondriaan Aura College

Table 5 shows the levels of competency in the life and career skills of the human resource of Mondriaan Aura College.

Table 5 **Levels of Competency in the Life & Career Skills of the Human Resource of Mondriaan Aura College N=44**

Life & Career Skills	Teaching Personnel Mean	Interpretation	Non-Teaching Personnel Mean	Interpretation	Mean	Interpretation
Adapting to Change	3.41	Meet Standard	3.25	Meet Standard	3.33	Meet Standard
Being Flexible	3.59	Meet Standard	3.30	Meet Standard	3.44	Meet Standard
Managing Goals and Time	3.29	Meet Standard	3.11	Meet Standard	3.2	Meet Standard
Working Independently	3.41	Meet Standard	3.30	Meet Standard	3.36	Meet Standard
Being Self-Directed Learners	3.71	Meet Standard	3.30	Meet Standard	3.51	Exceeds Standard
Interacting Effectively with Others	3.59	Meet Standard	3.30	Meet Standard	3.44	Meet Standard
Working Effectively in Diverse Teams	3.47	Meet Standard	3.41	Meet Standard	3.44	Meet Standard
Managing Projects	3.59	Meet Standard	3.18	Meet Standard	3.38	Meet Standard
Producing Results	3.59	Meet Standard	3.26	Meet Standard	3.42	Meet Standard
Guiding & Leading Others	3.59	Meet Standard	3.30	Meet Standard	3.44	Meet Standard
Being Responsible Others	3.41	Meet Standard	3.15	Meet Standard	3.28	Meet Standard
					Grand Mean 3.38	Meet Standard

As shown, they obtained a mean of 3.33 or “Meet Standard” in “Adapting to Change”, 3.44 or “Meet Standard” in “Being Flexible”, 3.20 or “Meet Standard” in

“Managing Goals and Time”, 3.36 or “Meet Standard” in “Working Independently”, 3.51 or “Exceed Standard” in “Being Self-Directed Learners”, 3.44 or “Meet Standard” in “Interacting Effectively with Others”, 3.44 or “Meet standard” in “Working Effectively in Diverse Teams”, 3.38 or “Meet Standard” in “Managing Projects”, 3.42 or “Meet Standard” in “Producing Results”, 3.44 or “Meet Standard” in “Guiding & Leading Others” and 3.28 or “Meet Standard” in “Being Responsible to Others.

The human resource obtained a grand mean of 3.38 or “Meet Standard” in the Life & Career Skills. This implies that the human resource of Mondriaan Aura College meet the standard in terms of seeking more informality, performance-driven rewards, less emphasis on status and more work-life balance. There was a big gap though on the levels of competency of the two groups of personnel. The teaching personnel “exceed standard” in six areas of the life and careers skills while the non-teaching personnel only got one area that “exceeds standard”(being self-directed learners). It means that the non-teaching personnel need more training in the life and career skills while the teaching personnel have to sustain them.

Figure 7 shows the summary of findings of the study based on the three variables studied namely, the determination of the current status of the human resource in terms of their perceptions of the vision, mission and goals of the institution and the critical success factors, the identification of the strengths, weaknesses, opportunities and threats (SWOT) of the human resource and their critical success factors as assessed by themselves and the determination of their levels of competency in the 21st century skills. These variables

were the bases of the 21st century skills strategic development program for the human resource.

**Figure 7 Summary of Findings of the Study Based on the Three Variables Studied
Where the Design of the 21st Century Skills Strategic Development Program was Based**

1.Current Status of the Human Resource in Terms of	
1.1 their perceptions of the VMG and critical success factors of Mondriaan Aura College	Grand mean 2.99 Interpretation: Satisfactory
1.2 the findings and recommendations of the RQAT of CHED	
1.2.1 Sixty-five percent of the teaching personnel to complete masterate and/or doctorate degree/s	
1.2.2 Attend continuing education seminars, workshops, conferences and others	
1.2.3.Undertake research activities and publication of research outputs	
1.2.4.Present lectures and papers in national and international conferences, symposia and seminars.	
1.2.5.Renew membership in professional organizations	
For the administration and other non-teaching personnel, the commission further instructed compliance to the following:	
1.2.6The guidance advocate must comply with her affidavit of undertaking with the administration to finish her Master in Guidance and Counseling and to take the board examination for guidance counselor.	
1.2.7A library staff must finish the B.S. in Library and Information Science degree	
1.2.8Update/renew, and notarize contracts of appointment of personnel and specify actual number of hours of service the personnel render and the exact date of appointment	
1.2.9Provide documents to show that the following are provided by the administration:	
1. Tuition subsidy for Graduate Studies	
2.Study leave with pay	
3.Deloading to finish a thesis or carry out research activities	
4.Research grants	
5.Travel grants for academic development activities such as special skills training and attendance in national/international conferences, symposia and seminars	
6.Awards, recognition and other merit incentives	
1.2.10Purchase additional books for professional subjects	
1.2.11.Subscribe to both local and international journals on a regular basis	
1.2.12Provide an educational technology laboratory that has the appropriate computer equipment and software, allows preparation, presentation and viewing of audio-visual materials to support instruction	
1.2.13.Renew membership with Center for Educational Measurement, Inc. College Scholastic Aptitude Test (CEMCSAT) in partnership with Center for Educational Measurement, Inc. (CEM).	
1.2.14.Subscribe to additional audio-visual materials/print and on-line materials	
1.2.15Create a library committee	
1.2.16.Install at least one computer with internet access for exclusive use of the faculty members	
1.2.17.Strengthen industry linkage	

2. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis and Critical Success Factors of the Human Resource

Strengths

Teaching personnel

1. Academic qualifications
 - 1.1 pursuing advance higher education
 - 1.2 willing to meet standard set by RQAT of CHED
 - 1.3 10% are now vertically articulated
2. Components of unique program offerings like AMT and B.S. Psychology
3. with strong industry linkage
 - 3.1 trainers of locators in the Subic Bay Freeport Zone
4. Producing graduates with high passing rate in board examinations (CPA, ECE, LET, BSN, & Housekeeping (TESDA Certification).
 - 4.1 producing graduates with high employability
- 5 enjoying academic freedom
- 6 privileged to engage in a part-time job outside the institution
7. high caliber, highly reputed and experts in their specializations

Teaching & Non-Teaching Personnel

1. fully participate in decision-making in the institution
2. creative, resourceful, and dignified in their actions
3. cohesive and with open communication
4. the assets of Mondriaan Aura College
5. committed and enduring hard and challenging situations to support the institution

Weaknesses

Teaching Personnel

1. 90% need vertical articulation
2. 25% are approaching retirement age
3. no formalized faculty development program
4. lack an incentive program to acquire technology for the development of instructional materials
5. lack a cash incentive program to motivate them to pursue and complete advance higher learning
6. lack improved and upgraded laboratories

Teaching & Non-Teaching personnel

1. limited in-service training
2. rare opportunities accorded to attend national and international conventions and seminars
3. salary scheme needs review and adjustment
4. not re-oriented on a management approach highly built and developed on a more professional sense
5. escalating culture of complacency/mediocrity
6. evidence of too much emotionality and highly emphasized sense of belongingness
7. lack a clear-cut and well-defined organizational structure that can command respect from each member.

Opportunities

Teaching Personnel

1. Strong teaching partnership with DepEd in the K-12 Program
 - 1.1 part-time teaching opportunities in DepEd under the K-12 program
- 1.2 pursue training relevant to market needs
- 1.3 take competency assessments of TESDA to be certified
- 1.4 attend continuing professional education and skills development training
- 1.5 able to become instructors in English proficiency program and other training programs

Teaching & Non-teaching Personnel

1. Competition among educational institutions
 - 1.1 apply differentiating strategy by practicing 21st century skills so more will enroll
 - 1.2 establish tripartite effort in creating a harmonious relationship in the institution and develop total quality graduates
 - 1.3 promote the use of English as an international business language in the campus
2. Influx of foreign investors in the Subic Bay Freeport Zone
 - 2.1 enhance communication, code-switching skills
3. Ayala Corporation to establish a call-center hub in the Subic Bay Freeport Zone
 - 3.1 more students will need college education
 - 3.2 more human resource will be hired
4. Challenging financial situation and condition
 - 4.1 improve financial management abilities and priorities
 - 4.2 innovate and find ways to cope
 - 4.3 expand territories and look for more resources, be more self-sufficient

Threats

Teaching & Non-teaching Personnel

1. New educational institutions offering alluring compensation package and equipped with complete and modern facilities
 - 1.1 fast turn-over of highly qualified human resource
 - 1.2 students will not choose to enroll in Mondriaan Aura College; less enrolment means less teaching loads; less compensation
 - 1.3 job dissatisfaction will be experienced by the human resource
 - 1.4 exodus of the human resource from Mondriaan Aura College as a worst case scenario

Critical Success Factors of the Human Resource

Grand Mean:2.42 Interpretation: Moderately Satisfactory

3. Levels of Competency in the 21st Cenntury Skills of the Human Resource of Mondriaan Aura College

3.1 Learning and Innovation Skills	Grand Mean: 3.37	Interpretation: Meet Standard
3.2 Information, Media, and Technology Skills	Grand Mean: 3.38	Interpretation: Meet Standard
3.3 Life and Career Skills	Grand Mean: 3.38	Interpretation: Meet Standard

Figure 8 shows the paradigm showing the variables assessed in the study that served as the bases of the design of the 21st century strategic development program for the human resource .

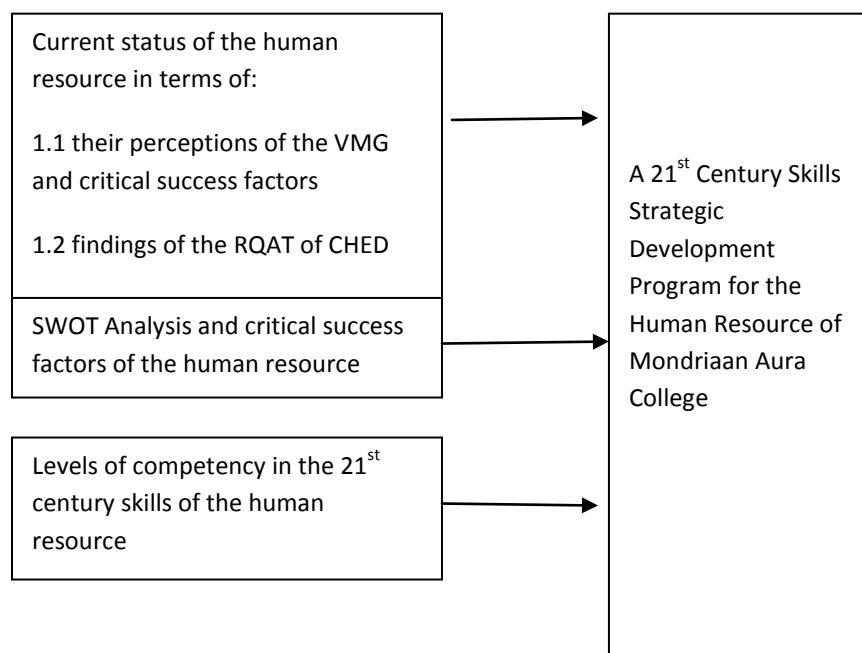


Figure 8 The Paradigm Showing the Three Variables Assessed in the Study where the Design of the 21st Century Skills Strategic Development Program for the Human Resource was Based

As shown, the variables studied were the current status of the human resource in terms of how they perceived the vision, mission and goals of Mondriaan Aura College

and the critical success factors and in terms of the findings of the Regional Quality Assurance Team of the Commission on Higher Education; the SWOT analysis and the critical success factors of the human resource and the levels of competency in the 21st century skills of the human resource. The three variables were the bases of the design of the 21st century skills strategic development program for the human resource that needs to be implemented and sustained through the proposed human resource policies of the institution.

The voluminous findings of the study prompted the researcher to prioritize and select the findings that 1) need immediate actions 2) are easy to implement and 3) are attainable in the course of the program. They were included in the strategic directions of the strategic development program. The other findings shall be dealt with accordingly in the next set of a strategic development program. Figure 9 shows which findings were selected and the strategic directions where they were placed.

Figure 9 Selected Findings of the Study and Their Respective Strategic Directions

Variables Assessed	Findings	Strategic Directions
1.Current status of the Human Resource in terms of their perceptions of the VMG and the critical success factors Current status of the Human Resource in terms of the Findings of the Regional Quality Assurance Team of the Commission on Higher Education	Satisfactory Teaching Personnel 1.Sixty-five percent of the teaching personnel to complete master's or doctorate degrees 2.Attend continuing education, seminars, workshops, conferences & others 3. Tuition subsidy for graduate studies 4. study leave with pay 5. deloading to finish a thesis or carry out research activities 6. research grants 7. travel grants for academic development activities 8. awards, recognition,& other merit incentive Non-teaching Personnel 9..Update, renew and notarize contracts of appointment of personnel and specify actual number of hours of service the personnel has to render and the exact date of appointment 10. create a library committee	Institutionalized Cooperative Culture Change Human resource training & development Network development

2.SWOT Analysis & Critical Success Factors of the Human Resource	Strengths Teaching personnel 1.pursuing advance higher education 2. willing to meet standard set by RQAT of CHED 3.10% are now vertically articulated 4.with strong industry linkage 5. trainers of locators in the Subic Bay Freeport Zone 6. producing graduates with high passing rate in board examinations 7.enjoying academic freedom 8.high caliber, highly reputed & experts in their specializations Teaching &Non-teaching personnel 9. cohesive and with open communication 10the assets of Mondriaan Aura College 11.Committed and enduring hard & challenging situations to support the institution Weaknesses Teaching Personnel 1.90% need vertical articulation 2.25% are approaching retirement age 3.lack formalized faculty development program 4 Lack improved & upgraded laboratories Teaching & Non-teaching personnel 5.Rare opportunities to attend national & international conventions & seminars 6.Salary scheme needs review & adjustment 7.Lack an incentive program to acquire technology for the development of instructional materials	Human Resource Training & Development, Sustainability, & Quality Control Sustainabilty Institutionalized Cooperative Culture Change Human resource training & development Sustainability, Quality Control Human resource training & development, Sustainability
---	--	---

	8.Lack a cash incentive program to motivate them to pursue & complete advance higher learning 10.Not re-oriented on a management approach highly built & developed on a more professional sense 11.Escalating culture of complacency/mediocrity 12.Evidence of too much emotionality & highly emphasized sense of belongingness 13.Lack a clear-cut and well-defined organizational structure that can command respect from each member 14. 4.Limited in-service training Opportunities Teaching personnel 1.strong teaching partnership with DepEd in the K-12 Program 2. competition among educational institutions 3. take competency assessments of TESDA to be certified 4.influx of foreign investors in the Subic Bay Freeport Zone 5. Ayala Corporation to establish a call-center hub in the Subic Bay Freeport Zone Teaching & Non-teaching personnel 6.Challenging financial situation & condition Threats Teaching & Non-teaching Personnel 1.New educational institutions offering alluring compensation package & equipped with complete & modern facilities 2.Fast turn-over of highly qualified human resource 3.students will not choose to enroll in Mondriaan Aura College	Institutionalized cooperative culture change Human resource training & development Human resource training & development, Sustainability, Quality Control Sustainability, Quality Control Human resource training & development, Sustainability, Quality
--	---	---

	4. Job dissatisfaction; exodus of the human resource from Mondriaan Aura College as a worst case scenario Teaching & Non-teaching personnel Critical Success Factors: Moderately Satisfactory	control Sustainability, Quality Control Human Resource Training & Development
4. Levels of Competency in the 21 st Century Skills	Teaching & Non-teaching Personnel Meet Standard	Institutionalized Cooperative Culture Change, Human Resource Training & Development, Sustainability, Quality Control

4. A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone

I. Introduction/Rationale

This strategic development program for the human resource of Mondriaan Aura College details the measures which the institution's human resource intend to take to achieve the institution's vision, mission and goals. Its aim is to give the human resource of the institution guidance and direction.

Designing this 21st century skills strategic development program for the human resource was quite a challenge for there were many questions raised. Are the human resource open for the change? Do the human resource see the need for a change? Are the human resource ready to embrace the change and what is their attitude about it?

What are the gaps that have to be addressed, shortened, and /or eliminated to effect change? The scholastic insights of experts in the field were sought and a series of activities with the human resource of Mondriaan Aura College were conducted and thus, the following principles were deducted:

- 1) Clearly determining the human resource's current status already addresses the 50% of the changes the human resource has to face.
- 2) The human resource should have a clear view of where they are going, what they are up to, and what are expected of them.
- 3) The human resource must be open to change, be involved, and support the perceived change.
- 4) The culture of the institution's human resource must be open in terms of communication, progressive and conducive to group work and common goals.

This 21st century skills strategic development program for the human resource of Mondriaan Aura College addresses a number of key issues and embraces a lot of areas in the human resource that are needing change; change to improve the present system and her people-the human resource; it is changing the human resource from one situation, which is regarded as unsatisfactory, to another, by means of social science techniques for change. Among its characteristics involve focusing on

interdependencies and not on the individual. Therefore, teamwork is encouraged (Paton & McCalman, 2000).

This 21st century skills strategic development program further focuses on the portfolio of services and skills that the human resource of Mondriaan Aura College can extend to the customers. The portfolio shall make Mondriaan Aura College different or unique in ways from her competitors. However, the human resource must serve with quality since they shall be subjected to close scrutiny as they claim uniqueness.

The changing nature of school, the desire to upgrade the level of Mondriaan Aura College in terms of her commitment to quality education serving the academic needs of the people of Olongapo, Zambales and Bataan, and in terms of her level of accreditation with the Commission on Higher Education; the up scaling demand for the Philippine educational institutions to meet global standards through the implementation of the K-12 program - to sustain highly competent human resource that are globally challenged, focused and geared towards becoming prime movers of an organizational change and development process as envisioned by ASEAN 2015 to create the ASEAN Socio-Cultural Community (ASCC) “to promote human development as key element in the collective initiative by ASEAN to narrow the development gap” (Philippine Normal University, 2012)...they are the reasons why this 21st century skills strategic development program for the human resource of Mondriaan Aura College, Subic Bay Freeport Zone was conceptualized, studied and designed.

In her 21 years of existence and service as an educational institution, Mondriaan Aura College has produced graduates who have high employability not only locally but also internationally. Many have been working and holding key positions in the industries located in the Subic Bay Freeport Zone as quality control engineers, company nurses, teachers, bank managers, bank tellers, human resource officers, and hotel and restaurant entrepreneurs. Likewise, many have been employed in the other provinces of Region III, in the National Capital Region, in the Middle East, parts of Asia, Europe and parts of United States of America. These clearly indicate not only the contributions of the human resource of Mondriaan Aura College in the success of the said graduates but also to the quality of education that the graduates acquired from the institution that made them globally competitive. Thus, embarking in this 21st century skills strategic development program for the human resource of Mondriaan Aura College that has included global competitiveness in its agenda is quite essential for sustainability.

The 21st century learning skills such as learning and innovation skills, information, media and technology skills, and life and career skills are the desired 21st century learning outcomes based on the 21st century standards, content knowledge and expertise. Such skills build understanding across and among core subjects as well as 21st century interdisciplinary themes that emphasize deep understanding rather than shallow knowledge, engage personnel with the real world data, tools, and experts they will encounter on the job and in life. These are the skills that the global community

demands from the human resource. Thus, it is imperative that the teaching and non-teaching personnel of Mondriaan Aura College acquire and improve on the said skills.

Mondriaan Aura History

In her 21 years of existence, Mondriaan Aura College has created her own image and reputation as a reliable and dependable educational institution in Olongapo, Zambales, Bataan and beyond. It is but proper to revisit her humble beginnings and see the best that lies ahead.

The Mondriaan Aura Educational Institutions were the products of the collaborative efforts of the mother and son team of Dr. Aurora Geniza and Dean Edgar Geniza, both recognized educators in the City of Olongapo and the province of Zambales.

In 1987, Dr. Aurora Geniza established the Mondriaan (Creative) Montessori School, the first pre-elementary and elementary institution in Zambales and Bataan to adopt the Montessori System in its program. In 1988, Dean Edgar Geniza established the Aura de Laurentus Business High School, one of its kind in Zambales and Bataan, at the same time laying the groundwork for the college department. In June, 1993, go signal for initial courses were granted by the then DECS-Region III. Subsequently, permits for the different courses were granted in June 1994. The Regional Quality Assurance Team assessed the college facilities, faculty and the curricula to have adequately met the standards set by the Commission on Higher Education (CHED). In June 1995, several courses were recognized and permits of other programs were renewed.

Mondriaan Aura College is now in the forefront of higher education in the City of Olongapo, Zambales and Bataan and is hoped to continue with her ideals and objectives in the years to come.

AURA VISION

A highly recognized educational institution in Region III making a difference in meeting the academic needs of the people of Olongapo, Zambales and Bataan through education for liberation.

AURA MISSION

To make a difference in meeting the academic needs of the people of Olongapo, Zambales and Bataan through education for liberation fostering academic excellence as shown by higher employability rating of her graduates in the national and international levels, higher passing rates in the board examinations, more unique program offerings responsive of the needs of the industries, and stronger industry linkages.

To foster professional responsibility and social awareness and to develop a human resource who are more committed, more involved, more globally competitive and equipped with 21st century skills.

GENERAL OBJECTIVES

The institutional general objectives of Mondriaan Aura College were revisited to determine their alignment with the strategic development program. Among its objectives were 1)intellectual training, 2)national development, 3)seat of intellectual dedication, and 4) instrument for promoting equality, social justice and social consciousness. These objectives must be met by the human resource of Mondriaan Aura College along with the compromised traits of commitment, involvement, global competitiveness and difference.

1. Intellectual Training

Mondriaan Aura College seeks to provide an intellectual training which will:

- 1.1 promote value systems and knowledge.
- 1.2 ensure the positive applications of man's potentialities and capabilities in response to the needs of contemporary society being characterized by the institutional and personal commitment to fundamental truths and principles.

2. National Development

Mondriaan Aura College seeks to contribute to national development by:

- 1.1 educating the youth for intelligent, effective, creative skills and professions.
- 1.2 providing the necessary and enlightened leadership in the various fields of human development.

3. Seat of Intellectual Dedication

As a seat of intellectual dedication, Mondriaan Aura College constantly seeks and opens horizons of knowledge.

4. Instrument for Promoting Equality, Social Justice and Social Consciousness

Mondriaan Aura College seeks to make itself in conjunction with other social institutions a more dynamic and accessible instrument for:

- 4.1 promoting equality, social justice and social consciousness
- 4.2 making itself a real and effective mechanism for the advancement of equality among men
- 4.3 serving to promote principles against prejudicial forces that impede harmonious local, national and international life.

The Core Values of Auristas

The core values of Auristas, the name for the human resource and students of Mondriaan Aura College, express how the people in the institution are expected to behave not only in the workplace or school but even beyond the portals of the institution. They were likewise revisited to ascertain their congruency with the strategic development program and vice-versa.

We are...

Professional, Responsive, Openly Communicating, Almighty God Believers, Cooperative, Trustworthy, Initiating, Vigilant, Ethical and Moral (PROACTIVE).

The following directions were included in the design of the strategic development program.

1. Institutionalized Cooperative Culture Change: Establish culture change adhering to the vision, mission and goals of the institution in terms of sense of commitment, involvement, global competitiveness and “making a difference” in and among the human resource.
 - 1.1 Create an atmosphere of optimism that inspires others.
 - 1.2 Open democratic ways to constructively criticize to improve products and services.
 - 1.3 “Treat Everyone As Me”(TEAM) to command respect toward each other and using democratic ways in pressing towards organizational goals.
 - 1.4 Exert concerted efforts to establish a workplace conducive to group work and common goals.
 - 1.5 Adhere to quality work. Mediocrity is not an option.
 - 1.6 Focus on customer service and produce results just in time.

2. Network Development: Identify the right competencies for the right people in the right jobs to ensure that the human resource perform at their maximum potential every day; To develop a network of competent human resource that are processing and facilitating results within the institution.

2.1 Close the gap between what is expected by the customers and what is the current specification.

2.2 Define task and resource requirements.

2.3 Ensure adequacy of the resources to meet requirements.

2.4 Design the network of human resource to fit, complete, and facilitate quality delivery of a particular service or product. Implement vertical articulation in the different disciplines of the teaching personnel.

3. Human Resource Training and Development: Formalize the faculty development program and establish an ideal work environment where human resource are managed by an enthusiastic management team promoting career growth and development; competent with 21st century skills, and with developed reputation in service and product delivery and identity that spell difference.

3.1 Include a portfolio of 21st century skills as a requirement for hiring.

3.2 Encourage learning and innovation.

3.3 Utilize information, media and technology effectively.

3.4 Balance life and career.

3.5 Provide opportunities for enlargement of career expertise and growth.

3.6 Revisit salary package, ranking system, incentives and retirement package to retain high- performing human resource.

4. Sustainability: Identify, define and sustain standards for the progressive delivery of quality product and service in terms of the graduates and meeting the academic needs of satisfied customers.

4.1 Design a financial sustainability program vis-à-vis 21st century skills strategic development program for the human resource.

4.2 Implement and monitor the 21st century skills strategic development program for the human resource.

4.3 Create an institutionalized system of continuous quality improvement.

5. Quality Control: Establish a quality control system of management and harness commitment, involvement, global competitiveness, and difference of the human resource for the delivery of quality products and services.

5.1 Ensure strict compliance with the standards set by the Commission on Higher Education (CHED) and other governing bodies.

5.2 Revisit and re-evaluate the institution's performance appraisals for the human resource.

5.3 Establish a feedback system.

5.4 Monitor academic performance of graduates in licensure examinations/board examinations/competency assessments.

5.5 Utilize a quality education checklist to improve and sustain delivery of quality products and services.

Strategic Actions and Performance Targets

Strategic Action 1	Activities	Performance Target	
		2015	2020
1. Institutionalize Cooperative “Culture” Change: Establish culture change adhering to the vision, mission and goals of the institution in terms of sense of commitment, involvement, global competitiveness and making a difference in and among the human resource.			
1.1 Develop an atmosphere of optimism that inspires others through team building, brainstorming, values reformation activities and other social science techniques.	In-service training, workshops and seminars through team building activities, sensitivity seminar, values reformation activity, modeling and role-playing. Displaying the VMG and core values of the institution in the conspicuous places of the institution;	Management team’s initiative for a program geared towards an institutionalized optimistic approach towards work and customer service is in place. Vision, mission, goals, and values of the institution are re-echoed to the human resource through circulars	Sustained institutionalized optimistic approach towards work and customer service is evident.

	VMG is re-emphasized among the administration, human resource and students by posting on bulletin boards and memoranda.	and meetings.	
1.2 Criticize products and services constructively through a network of modeling, role-playing and return demonstrations.	Authentic assessments are conducted on modeling, role-playing, and return demonstrations. Ex. Right approach to customers, good manners & right conduct review, managing telephone inquiries, etc.	Human resource are pro-actively facing the challenges and criticisms on their products and services and resolve to improve them.	Improved products and services as shown by increased enrolment, higher employability rating of graduates, more unique program offerings, higher passing rate in board examinations, etc.
1.3”Treat Everyone As Me”(TEAM) commanding respect towards each other and using democratic ways in pressing towards organizational goals.		Everyone is encouraged to utilize the freedom to act creatively, resourcefully and ethically to achieve organizational goals.	Utilizing the freedom to act creatively, resourcefully and ethically to achieve organizational goals is automatic in the system of the human resource and the institution.
1.4 Exert concerted efforts to establish a workplace conducive to group work and common goals.	Human resource are re-inventing the workplace by re-designing it, organizing files by	Management team’s plan to redesign, restructure and re-organize the workplace and	Make-over of the facilities is completed.

	sorting, segregating, sweeping, etc., simplifying and clearing the design of the workplace itself.	facilities to encourage group work to achieve common goals is conveyed to the human resource. Teams are organized.	
1.5 Adhere to quality work. Mediocrity is not an option.	Conducting in-service training and seminar on quality service and product.	Total quality management is in progress.	Total quality management is sustained.
1.6 Focus on customer service and produce results just in time.	Intensive training in self-management, customer service and film showing on customer service.	Quality customer service and delivery are becoming evident due to increase in enrolment, higher employability rate of graduates, higher passing rate in licensure examinations and less occurrences of complaints.	Quality customer service and delivery are sustained. Zero complaint occurrence in terms of service delivery.

Strategic Action 2	Activities	Performance Indicators	
		2015	2020
2. Network Development: Identify the right competencies for the right people in the right jobs to ensure that the human resource perform at their maximum potential every day; To develop a network of competent human resource that are processing and facilitating results within the institution.			
2.1 Close the gap between what is expected by the customers and what is the current specification.	Team managers facilitate redefining the status, position and functions of their team members. Re-orientation of human resource. Daily huddle of human resource is led by “Officer of the Day” (OD) per team or department.	Review of Auralex (Faculty, Non-Teaching and Student’s Manuals) vis-à-vis respective official duties and responsibilities of the human resource is implemented. Elimination of overlapping functions is in place.	Clear customer expectations and current specifications of respective official duties and responsibilities of the human resource meet customers’ needs.

2.2 Define task and resource requirements.	Reviewing functions of the human resource and eliminating overlapping of functions.	Logistics for the specific task or function of each human resource is in progress. Management team meets each department to collaborate actions.	Definite resource requirements for definite task is sustained.
2.3 Ensure adequacy of the resources to meet requirements.	Weekly auditing of resources and recording in a log-book. Check-list of resources are utilized and updated.	Resource management plan is initiated. Periodic checking of resources is in progress.	Adequate resources meet requirements.
2.4 Design the network of human resource to fit, complete, and facilitate quality delivery of a particular service or product.	Departmental meetings are conducted to design flow-charts for processing and delivery of products and services.	Flow chart/Design for processing and delivery of products and services is required for each department. Design for the network of human resource is utilized.	Quality delivery of product and service is achieved and sustained.

Strategic Action 3	Activities	Performance Target	
		2015	2020
3. Human Resource Training and Development: Establish an ideal work environment where human resource are managed by an enthusiastic management team promoting career growth and development; competent with 21st century skills, and with developed reputation in service and product delivery and identity that spell the difference.			
3.1 Recruit new and young members of the human resource. Include a portfolio of 21st century skills as a requirement for hiring.	Participating in Jobs Fair in the Subic Bay Freeport Zone. Announcing hiring in local radio stations. In-service training in the 21st Century skills	New and young members of the human resource are recruited. Requirements for hiring is revisited for modifications. Submitting a portfolio of 21st century skills is initially mandated for the human resource .	There are more young members of the Human resource. All job applicants are mandated to submit a portfolio of 21st century skills.

3.2 Encourage learning and innovation.	In-service training on 21 st century skills.	Human resource initiate collaborating and creatively working with each other. Management team initiate team training for decision-making and “selling self” in processing a group goal.	Learning and innovation in the workplace is sustained. Processing of services and products are facilitated.
3.3 Utilize information, media and technology effectively.		Human resource learn to validate, synthesize, leverage, and collaborate information to process services and delivery using technological advances. Plan to purchase 50% new programs to facilitate results is considered by the management.	Effective utilization of information, media and technology is sustained. 50% new programs are utilized.

3.4 Balance life and career.	Privilege card for gym membership is accorded to the human resource. Exercise and other physical activities are institutionalized.	Training for human relations, coping mechanisms, spiritual evaluation, and life and career skills are in progress. 50% of the human resource participate in the institutionalize program for physical fitness.	100% of the human resource apply balance in life and career. 95% of the human resource are physically fit.
-------------------------------------	--	--	--

3.5 Provide opportunities for enlargement of career expertise and growth.	Policies to implement and sustain the 21st century skills strategic development program are disseminated to the human resource. Opportunities for the human resource to attend conferences seminars, symposia, etc. are extended. Posting schedule of off-campus conferences, CHED memoranda, etc.	Strategic development program for the human resource is implemented, monitored and evaluated. Faculty development plan is in progress. 25% of the human resource are engaged in continuing education program and/or have participated in local and national symposia or conferences.	Strategic development program for human resource is sustained. Evidence of faculty development is documented. 50% of the human resource are engaged in continuing education program and/or have participated in local and national symposia or conferences.
--	--	---	--

--	--	--	--

3.6 Revisit salary package, ranking system, incentives and retirement package to retain high-performing human resource.	Re-writing and redesigning the salary package, ranking system, incentives and retirement package.	Salary package, ranking system, incentives and retirement package are revisited. Modifications are initiated. 50% of high performing human resource are engaged in the institution. Less frequency of turn-over of human resource.	New salary package, ranking system, incentives and retirement package are in place. 100% of high performing human resource are engaged in the institution. Least frequency of turn-over of human resource.
--	--	---	---

Strategic Direction 4	Activities	Performance Targets	
		2015	2020
4. Sustainability: Identify, define and sustain standards for the progressive delivery of quality product and service in terms of the graduates and meeting the academic needs of satisfied customers.			
4.1 Design a financial sustainability program vis-à-vis 21st century skills strategic development program for the human resource.	Human resource are consulted regarding the financial sustainability program. Mapping to process the financial sustainability program.	Design of the financial sustainability program is initiated.	Financial sustainability is evident in the institution. The 21st century skills strategic development program for the human resource is sustained.
4.2 Implement and monitor the 21st century skills strategic development program for the human resource.	Monitoring the application of the 21st century skills strategic development program piece by piece.	50% of the 21st century skills strategic development program for the human resource is implemented and monitored.	100% of the 21st century skills strategic development program for the human resource is implemented, monitored and sustained.

4.3 Create an institutionalize system of continuous quality improvement.	Utilizing a quality work checklist.	Management team adopts total quality management (TQM).	Total quality management (TQM) is an institutionalized system.
--	-------------------------------------	--	--

Strategic Action 5		Performance Targets	
		2015	2020
5. Quality Control: Establish a quality control system of management and harness commitment, involvement, global competitiveness, and difference of the human resource for the delivery of quality products and services.			
5.1 Ensure strict compliance with the standards set by the Commission on Higher Education (CHED) and other governing bodies.	Organizing a quality control team to monitor standards.	Human resource and administration strictly adhere to and comply with the standards of CHED and other governing bodies.	Compliance for upgraded accreditation with CHED and other governing bodies
5.2 Revisit and re-evaluate the institution's performance appraisals for the human resource.	Periodic performance appraisal is conducted.	Performance appraisals for the teaching and non-teaching personnel are revisited and re-evaluated.	A new performance appraisal package is in place. Human resource who are on the top three slots receive rewards and incentives.

		Performance appraisals are periodically conducted to ensure quality standards are met. 50% of the human resource always do the right things right.	100% of the human resource always do the right things right.
5.3 Establish a feedback system.	Survey questionnaire are displayed in conspicuous places of the institution.	A feedback system utilizing survey, questionnaire or interview is in place.	A feedback system is sustained.
5.4 Monitor performance of graduates in licensure examinations/board examinations/competency assessments.	Registrar's and IT team prepare the track and data base of successful board passers.	Data base of achievers is in progress.	Data base of achievers is sustained and monitored.
5.5 Utilize a quality education checklist to improve and sustain delivery of quality products and services.	Utilizing a quality education checklist.	Checklist to quality education is utilized. Delivery of quality product and services is institutionalized.	Quality education is sustained. Delivery of quality products and services is sustained.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings of the study, the conclusions drawn from the findings and the recommendations of the researcher.

This study, “A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College Subic Bay Freeport Zone sought the following for its purpose:

1. Determine the current status of the human resource in terms of
 - 1.1 their perceptions of the vision, mission, and goals of Mondriaan Aura College and
 - 1.2 the recent findings of the Regional Quality Assurance Team (RQAT).
2. Analyze the strengths, weaknesses, opportunities and threats (SWOTs) and critical success factors in relation to the human resource.
3. Determine the levels of competency in the 21st century skills (learning and innovation skills, information, media and technology skills, and life and career skills) of the human resource

4. Design the 21st century skills strategic development program for the human resource.

The following are the summary of findings of the study:

1. The current status of the human resource in terms of

1.1 their perceptions on the vision, mission and goals of the institution and the critical success factors showed that the human resource found the vision, mission and goals and critical success factors as satisfactory. It means that the vision, mission and goals statement satisfactorily communicates the ultimate purpose of Mondriaan Aura College and what it stands for and makes it clear why the institution is different from all the others.

1.2 the recent findings of the Regional quality Assurance Team (RQAT) of the Commission on Higher Education (CHED) mandates the human resource to take positive efforts to comply with the requirements.

2. Using the SWOT analysis, the human resource of Mondriaan Aura College were able to reveal their salient points, that they were able to analyze their internal environment in terms of their strengths and weaknesses; moreover, they were able to analyze the external environment in terms of the opportunities and threats.

The human resource found the critical success factors as moderately satisfactory. It implies that the human resource found the critical success factors as moderately satisfactory in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution; for not seeing enough well-defined organizational structure and lines of authority that allow highly efficient and effective governance in recruitment and selection of personnel, training, career development and benefits and compensation; that the human resource found it only moderately satisfactory for the school's organizational structure and governance procedure to allow them to engage in a healthy work culture and positive professional climate. This was addressed in the strategic development program for the human resource.

3. Levels of Competency in the 21st Century Skills of the Human Resource of Mondriaan Aura College

The human resource of Mondriaan Aura College “Meet Standard” in terms of learning and innovation skills, information, media and technology skills and life and career skills respectively.

4. Based on the findings of the study, a five-year 21st century skills strategic development program for the human resource of Mondriaan Aura College was designed. It consists of an introduction to present an overview of the strategic development program, the rationale behind the strategic development program, the vision, mission and goals of Mondriaan Aura College, the core

values of the human resource and the history of Mondriaan Aura College. Among the strategic directions cited in the strategic development program were the Institutionalized Cooperative Culture Change, Network Development, Human Resource Training and Development, Sustainability and Quality Control which all have corresponding activities and target performance. The strategic directions were based on the findings of the three variables assessed in the study and which were prioritized since not all findings can be treated, accomplished and included at the same time respectively.

Based on the study, the following conclusions are drawn:

1. The human resource perceived the vision, mission and goals and critical success factors of Mondriaan Aura College as being satisfactory.
2. The SWOT analysis and critical success factors of the human resource revealed their salient points, that they can capitalize on their strengths, improve and initiate positive changes on their weaknesses with the help of the administration, prepare more for the internal and external opportunities and use the internal and external threats to create opportunities to utilize their potentials.
3. The determination of the levels of competency in the 21st century skills of the human resource revealed that they “Meet Standard”. They can use these skills

in meeting the demands of the students and the other stakeholders and the global standard.

4. A 21st century skills strategic development program was designed to effect positive change in the human resource to meet organizational goals.

Recommendations

In the light of the findings and conclusions of this study, the researcher recommends the following:

1. In terms of the recent findings of the Regional Quality Assurance Team (RQAT) of the Commission on Higher Education (CHED), Mondriaan Aura College, together with the human resource, should take positive efforts to review, comply and upgrade her commitment to quality education and effect change in the institution through her human resource who can apply 21st century skills in terms of their official duties and responsibilities .
2. For the administration and the human resource of Mondriaan Aura College to establish a formal agreement to seriously implement and monitor the 21st century skills strategic development program for the human resource; to follow closely the directions that the strategic development program has emphasized to effect change in the institution and to achieve its primary goal of delivering quality education.

3. To intensify training of the human resource of Mondriaan Aura College in the 21st century skills so that they can “Exceed Standard”.
4. For the human resource to conduct more research studies aimed at strategic development programs in the other areas of the institution like financial strategic development program, management strategic program and the like to address the other weaknesses revealed by this study and for sustained improvement of the institution.
5. For the administration of Mondriaan Aura College to formulate policies that can support the implementation of the 21st century skills strategic development program for the human resource.
6. For the other researchers who are engaged in studies that are focused on strategic development program to re-utilize the process followed by this study and to come up with a workable, functional model to guide other “change agents” .
7. For the committed Filipino educators to engage more in researches that are functional and workable and that which can contribute to educational reforms in the Philippines to sustain quality education.

I

1.

Appendix A

The Questionnaire

Philippine Normal University
Taft Avenue, Manila
May 8, 2014

The Human Resource
Mondriaan Aura College
Subic Bay Freeport Zone

Dear Participants and Colleagues;

I am currently enrolled in the Ph.D. Program and I am working on my dissertation entitled “A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone”.

In connection to this, I am requesting that you answer the attached questionnaire. The data that I can gather from your answers shall be scholarly and confidentially treated and shall be only utilized as bases for the design of the above-mentioned strategic development program.

Thank you for your cooperation. May God bless us all.

Sincerely yours,

Elisa A. Menor
Researcher

Part I. Personal Profile

Name: (optional)

1. Age: Please Check.

- ☐ 20-24 years old
☐ 25-29 years old
☐ 30-34 years old
☐ 35-39 years old
☐ 40-44 years old
☐ 45-49 years old
☐ 50-54 years old
☐ 55 years old and above

2. Gender:

☐ Male ☐ Female

3. Highest Educational Attainment

- ☐ Undergraduate
☐ BS/AB degree
☐ with M.A. units
☐ with M.A. degree
☐ with Ph.D./Ed.D. units
☐ with Ph.D./Ed.D. degree

4. Current Position

- ☐ Administrator
☐ Dean/Department Head/Coordinator
☐ Faculty
☐ Administrative Staff
☐ Support Staff

5. Length of Working Experience

- ☐ Less than a year
☐ 1-5 years
☐ 6-10 years
☐ 11-15 years
☐ 16-20 years
☐ 21-25 years
☐ 26 years and above

6. Average Monthly Income

- ☐ Less than Php 10,000.00
☐ Php 11,000-15,000
☐ Php 16,000-20,000
☐ Php 21,000-25,000 ☐ Php 31,000-40,000
☐ Php 26,000-30,000 ☐ Php more than 40,000.00

Part II.

The statements below shall help the researcher in determining the current status of the human resource based on your perceptions on the vision, mission and goals (VMG) of Mondriaan Aura College and the critical success factors. Please check the number which best expresses your perception.

- 4 Strongly Agree
 3 Agree
 2 Disagree
 1 Strongly Disagree

Perceptions of the Human Resource on the Vision, Mission and Goals of Mondriaan Aura College	1	2	3	4
1.The vision, mission and goals of the institution are clearly stated and well-defined.				
2. The vision, mission and goals of the institution have the following benefits:				
2.1 Encourage the development of sense of purpose				
2.2 Facilitate decision making				
2.3 Facilitate communication both internally and externally				
2.4 Classify marketing strategy				
3. The vision, mission and goals are understood by the				
3.1 administrators				
3.2 faculty				
3.3 staff				
4. The vision, mission and goals are relevant to the needs of the				
4.1 administrators				
4.2 faculty				
4.3 staff				
Critical Success Factors of the Vision, Mission and Goals as Perceived by the Human Resource				
1. The vision, mission and goals are clearly defined and explicitly expressed the following:				
1.1 where the school wants to go				
1.2 ideal state or condition the organization wants to attain				
1.3 purpose of the organization				
Critical Success Factors in Terms of the of the Human Resource				
1. The human resource are all qualified in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students.				
2. The human resource see a well-defined organizational structure and lines of authority that allow highly efficient and effective governance in the following areas:				
2.1 recruitment and selection of personnel				
2.2 training				
2.3 career development				
2.4 benefits and compensation				
3. The human resource are allowed by the school's organizational structure and governance procedure to engage in a healthy work culture and positive professional climate.				

Appendix B

Questionnaire for the Non-Teaching Personnel

Part III. Please rate by checking your level of competency in the each of the following skills.

1.Learning & Innovation Skills				
Creativity and Innovation				
Work Creatively with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.A.1 Use a wide range of idea creation techniques (brainstorming etc...)	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation
1.A.2 Creates new and worthwhile ideas using both existing and new resources.	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using existing knowledge and resources	Does not attempt to develop new and valuable ideas
1.A.3 Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Attempts to reflect on own ideas

Work Creatively with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.B.1 Develop, implement and communicate new ideas to others effectively	Develops, implements and communicates new ideas to others effectively in a variety of conditions	Develops, implements and communicates new ideas to others effectively	Develops, implements and attempts to communicate new ideas to others	Develops new ideas, but does not effectively implement or communicate ideas with others
1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	Consistently and thoroughly listen to diverse views and incorporate in work	The ability to listen to diverse views and incorporate in work	Listens to diverse views but does not effectively incorporate in work	Does not listen to other views
1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Consistently demonstrates creativity and is realistic about the limits of the situation in a variety of situations	Demonstrates creativity and is realistic about the limits of the situation	Demonstrates creativity but does not have a realistic understanding of the limits of the situation	Does not demonstrate creativity
1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Does not understand how failed attempts are part of the process that leads to success

Implement Innovations				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	Continuously applies creative ideas to make a real and useful contribution to their work	Applies creative ideas to make a real and useful contribution to their work	Develops creative ideas, but does not make a contribution	Attempts to develop creative ideas

Reason Effectively

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.A.1 Use various types of reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions	Uses various types of reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Attempts to use reasoning as appropriate to the situation

Critical Thinking and Problem Solving

Use Systems Thinking

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.B.1 Analyze how every individual member contribute to the whole organization or system to accomplish something.	Recognizes and is able to manipulate parts of a system to come together to accomplish something	Recognizes how the parts of a system work together to accomplish something	Identifies parts of a system but cannot explain how they work together	Is only able to identify the parts as one, rather than each part individually

Make Judgments and Decisions

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs	Is effective in analyzing and evaluating evidence, arguments, claims and beliefs	Is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs
2.C.2 Effectively analyze and evaluate major alternative points of view	Embraces learning about material from different points of view and is non-judgmental in analyzing the material	When analyzing and evaluating material is non-judgmental	Believes they are able to analyze and evaluate material from a different point of view without being judgmental, but is not successful	Does not respect the view point of others while analyzing and evaluating material from a different point of view
2.C.3 Effectively synthesizes and makes connections between information and arguments	Is able to apply the connections between information and arguments in order to support a perspective	Is able to understand and make the connections between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Does not attempt to understand the connection between information and arguments
2.C.4 Effectively interpret information and draw conclusions based on the best analysis	Is able to look at complex information and successfully draw conclusions and apply to situation	Is able to look at information and successfully draw conclusions	Looks at information and sometimes is able to draw conclusions	Looks at information, and rarely is able to draw a conclusion
2.C.5 Reflect critically on learning experiences and processes	Thoroughly reflects critically on learning experiences and processes and applies to future work	Reflects critically on learning experiences and processes	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes

Solve Problems

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.D.1 Effectively solve different kinds of non-familiar problems in both conventional and innovative ways	Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing	Effectively utilizes multiple techniques to engage in problem solving	Effectively problem solves but does not utilize multiple techniques	Is not successful in utilizing problem solving techniques
2.D.2 Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Asks questions with the purpose of reaching a better solution, but fails to consider other points of view	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution

Communicate Clearly				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.	Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.	Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication	Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication
3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message	Effectively reflected on the meaning, values, attitudes and intentions of the message	Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message	Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning
3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	Effectively uses communication to inform, instruct, motivate and persuade on multiple occasions using both verbal and nonverbal communication	Uses communication to inform, instruct, motivate and persuade	Communicates only to inform or instruct	Communicates only to inform and does not demonstrate communicating for other purposes
3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	Worked creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies and reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies but did not effectively reflect on the effectiveness and impact of the product	Attempted but did not complete crafting a product using multiple media and technologies and did not effectively reflect on the effectiveness and impact of the product
3.A.5 Communicate effectively in diverse environments (including multi-lingual)	Communicates effectively with others in diverse environments using both verbal and nonverbal communication	Communicates effectively with others in diverse environments	Communicates with others in a diverse environment, but fails to communicate effectively with others	Fails to communicate with others in a diverse environment

Collaborate with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.
3.B.3 Assume shared responsibility for collaborative work, and	Motivates all members to share in contributions equally by valuing all	Participates and contributes to group's work equally. Values all members' ideas	Attempts to share responsibility of groups' work, but ends up completing most of the work,	Either does most or very little of the group's work and does not share or

value the individual contributions made by each team member	members' ideas and contributions.	and contributions.	without utilizing input of others in group.	respect others' ideas.
---	-----------------------------------	--------------------	---	------------------------

2. Information, Media & Technology Skills

Information Literacy

Access and Evaluate Information

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
4.A.1 Access information efficiently (time) and effectively (sources)	Identifies the key concepts of the research being conducted, acts on informed decisions to revise the search and selects information based on reliability of resource in order to access information efficiently and effectively	Considers more than one strategy or tool when engaged in the digital information fluency process if the first strategy or tool is ineffective	Demonstrates an attitude of adaptability to respond to inconclusive or ineffective search results and continues process without giving up	Completes simple research strategies and sources, often not retrieving accurate or complete information
4.A.2 Evaluate information critically and competently	Thoroughly evaluates the reliability of the source and the information researched, using internal and external validation	Thoroughly evaluates information researched, using internal and external validation	Evaluates information researched but not thoroughly	Does not evaluate information

Use and Manage Information

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
4.B.1 Use information accurately and creatively for the issue or problem at hand	Is highly effective in relating various sources to each other and applies them to solve an issue or problem at hand	Uses information accurately and creatively for the issue problem at hand	Applies the information correctly, but is not accurate or creative in solving the issue or problem at hand	Does not utilize information collected to solve issue or problem at hand
4.B.2 Manage the flow of information from a wide variety of sources	Is able to apply large amounts of quality information from a variety of sources to make decisions and/or conclusions	Is able to access and collect large amounts of quality information from a variety of sources	Accesses only one or two sources of information	Is not able to access quality information
4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	When accessing and using information acts ethically and within the legal limitations	Understands the ethical and legal limitations when accessing and using information	Understands there is a need for ethical and legal limitations	Does not understand the need for the law and/or ethics in regards to information literacy

Media Literacy

Analyze Media

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
5.A.1 Understand both how and why media messages are constructed, and for what purposes	Effectively creates messages using media, such as video, visual aids etc... to communicate for multiple purposes	Effectively uses and creates messages using media, such as video, visual aids etc... to communicate a message	Can create a message, such as video, visual aids etc..., but does not understand how to use it to communicate a message effectively	Attempts to create a message, such as video, visual aids etc..., but does not do so effectively
5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	Understands and creates media that can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, but does not acknowledge diverse values and points of view	Does not understand the power of media in relationship to beliefs and behaviors in relation to interpreting a message
5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	Uses various forms of media with a full understanding of appropriate use from both a ethical and legal standpoint	Uses a form of media both legally and ethically	Uses media but does not always understand the legal and/or ethical issues	Uses media but does not have a regard to legal/ethical use

Create Media Products				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions	Creates products using innovative digital tools to compose, illustrate and communicate original ideas or research	Creates products using digital tools to compose, illustrate and communicate information	Attempts to create a product using digital tools to compose, illustrate and communicate information but does not complete	Does not attempt or does not understand how to utilize digital tools
5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	Consistently communicates both verbally and non-verbally, with a deep understanding and respect of cultural differences	Understands and effectively uses proper verbal and non-verbal communication in respect to cultural differences	Understands there are cultural differences, but does not effectively communicate in a diverse environment	Disregards cultural differences and does not effectively communicate in a diverse environment

Information, Media & Technology Skills				
Information, Communications and Technology (ICT Literacy)				
Apply Technology Effectively				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
6.A.1 Use technology as a tool to research, organize, evaluate and communicate information	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning	When collecting, organizing, evaluating and communicating research, technology is effectively utilized	Uses technology to collect, organize, evaluate and/or communicate information, but does not do so on a consistent basis	Does not use technology effectively to collect, organize, evaluate and/or communicate information
6.A.2 Use digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	Effectively and consistently uses technology, communication and relationships to successfully operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology as a tool to communicate and connect with others to access and successfully utilize information to operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology to communicate and connect with others but does not utilize it as a tool to operate in a knowledge economy (creating, evaluating and trading knowledge)	Does not utilize technology to communicate and connect with others effectively
6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	Manages data researched and applied from information technology ethically and legally	Manages data researched and applied from information technology ethically and legally	Uses information technology, but does not completely understand the ethical and legal obligations of accessing	Uses information technology, but disregards ethical and legal obligations

3. Life and Career Skills				
Flexibility and Adaptability				
Adapt to Change				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
7.A.1. Adapt to varied roles, job responsibilities, schedules and contexts	Adapts to varied roles, job responsibilities, schedules and contexts in a variety of conditions	Adapts to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules or contexts
7.A.2. Work effectively in a climate of ambiguity and changing priorities	Works effectively in a climate of ambiguity and changing priorities in a variety of conditions	Works effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities

Be Flexible

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
7.B.1. Incorporate feedback effectively	Incorporates feedback effectively in a variety of conditions	Incorporates feedback effectively	Attempts to incorporate feedback effectively	Attempts to incorporate feedback, but not effectively
7.B.2. Deal positively with praise, setbacks and criticism	Deals positively with praise, setbacks and criticism in a variety of conditions	Deals positively with praise, setbacks and criticism	Attempts to deal positively with praise, setbacks and criticism	Attempts to deal positively with praise or setbacks and criticism
7.B.3. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in a variety of conditions	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, but not in a multi-cultural environments

Initiative and Self-Direction

Manage Goals and Time

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.A.1. Set goals with tangible and intangible success criteria	Sets goals with tangible and intangible success criteria in a variety of conditions	Sets goals with tangible and intangible success criteria	Attempts to set goals with tangible and intangible success criteria	Attempts to set goals with tangible or intangible success criteria
8.A.2. Balance short-term and long-term goals	Balances short-term and long-term goals in a variety of conditions	Balances short-term and long-term goals	Attempts to balance short-term and long-term goals	Attempts to balance short-term or long-term goals
8.A.3. Utilize time and manage workload efficiently	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes work on time by taking advantage of the time provided and by using time management skills.	Occasionally completes work on time.	Never completes work on time and uses does not use time management skills.

Work Independently

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.B. 1. Monitor, define, prioritize and complete tasks without direct oversight	Monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Monitors, defines, prioritizes and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks with direct oversight

Be Self-directed Learners

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.C.1. Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise in a variety of conditions	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum, but does not explore and expand one's own learning and opportunities to gain expertise
8.C.2. Demonstrates initiative to advance skill levels towards a professional level	Demonstrates initiative to advance skill levels towards a professional level in a variety of conditions	Demonstrates initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels, but not on a personal level
8.C.3. Demonstrates commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong	Demonstrates commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning , but not as a lifelong

	process in a variety of conditions			process
8.C.4. Reflect critically on past experiences in order to inform future progress	Reflect critically on past experiences in order to inform future progress in a variety of conditions	Reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences, but not in order to inform future progress

Interact Effectively with Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
9.A.1 Know when it is appropriate to listen and when to speak	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrated in a variety of settings	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrate	At times speaks when it is not appropriate and does not listen when it is appropriate	Often needs to be reminded of appropriate times to speak and appropriate times to listen
9.A 2 Conducts self in a respectable, professional manner	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently	Demonstrates professional appearance and utilizes time management skills	Attempts to demonstrate professional appearance and or utilizes time management skills	Does not demonstrate professional appearance or time management skills

Work Effectively in Diverse Teams

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
9.B.1. Respects cultural differences and works effectively with people from a range of social and cultural backgrounds	Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives.	Respects, interacts, and works positively with individuals from other social and cultural groups.	With guidance can generally respect, interact, and work positively with individuals from other social and cultural groups.	Exhibits no respect, poor interaction, and an inability to work positively with individuals from other social or cultural groups.
9.B 2. Respond open-mindedly to different ideas and values	Different ideas are appreciated and diverse opinions are sought out while developing a common understanding.	Different ideas and diverse opinions are accepted.	Different ideas and diverse opinions are sometimes ignored however when acknowledged can be resolved.	Differences and diverse opinions are rejected and/or ignored and sometimes result in arguments.
9.B 3. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. Encourages discussions to develop new ideas through active listening and offers opinions for increasing innovation and quality of work.	Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others. Actively discusses avenues to develop ideas and presents encouraging opinions for increasing innovation and quality of work upon request.	Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears indifferent to the others. Supports own ideas, and appears not to be flexible to improve innovation and the quality of work.	Demonstrates no appreciation of cultural and social understanding and respect for the uniqueness others. Demonstrates intolerance and lacks social interaction skills.

Productivity and Accountability				
Manage Projects				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
10.A.1. Set and meet goals	Goals and strategies were defined as specific measurable goals and strategies were detailed.	Goals and strategies were defined and met.	Goals and strategies were defined but not met.	Goals and strategies were incomplete.
10.A.2. Prioritizes, plans and manages work to achieve the intended result	A detailed project plan was developed. The plan clearly prioritizes each aspect of the project and gives clear direction on how the project should be managed.	A project plan was determined and managed effectively.	A project plan was provided, but does not include details regarding how the work will be prioritized and/or managed.	A project plan was not developed.

Produce Results				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:				
10.B.1.a Works positively and ethically	Consistently applies ethics to all aspects of work. Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Applies values and ethics to all work completed	Occasionally has a negative attitude towards tasks, projects and/or others. At times does not apply ethics while working on tasks and projects.	Typically is negative toward tasks, projects and/or others. Does not consider ethics while working on tasks/projects or with others.
10.B.1.b Manages time and projects effectively	Consistently stays focused, prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distractions while meeting deadlines, using time effectively.	Develops a timeline of the work to be completed and stays focused throughout the process.	Occasionally off task in regards to accomplishing timeline. Thus, only a portion of the work is completed	Always off task and does not complete the work to be done.
10.B.1.c Demonstrates the ability to multi-task	Effectively manages several tasks at the same time and is able to accomplish task prior to prescribe deadlines.	Is able to manage tasks at the same time within designated time constraints.	Manages several tasks at the same time, but struggles to complete assigned tasks on time or in an efficient manner.	Is unable to manage several tasks at the same time.
10.B.1.d Participate actively, as well as be reliable and punctual	Consistently provides useful ideas when participating in the group and in classroom discussion and is reliable, and always on time.	Provides useful ideas when participating in the group and in classroom discussion and is reliable and punctual.	Sometimes participates in group and classroom discussions. Is not always on time or reliable.	Does not participate in group or classroom discussion. Cannot be counted on and is consistently late.
10.B.1.e Present oneself	Behavior and attire are	Displays professional and	Does not always display	Does not display

professionally and with proper etiquette	consistently appropriate for the occasion. Always acts respectfully towards others.	responsible behavior and dresses appropriately for the occasion. Acts respectfully towards others.	professional and responsible behavior. Sometimes dresses appropriately for the occasion. Occasionally acts respectfully towards others.	professional or responsible behavior. Rarely dresses appropriately for the occasion. Often does not act respectfully towards others.
10.B.1.f Collaborate and cooperate effectively with teams	Consistently listens to others and their ideas; helping them to develop their ideas while giving them full credit; helping the team reach its full potential	Listens to others' points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas.	Sometimes listens to others, and often assumes others' ideas will not work; tries to work well with the team.	Is argumentative with others'; does not listen to groups opinions and ideas; wants things done their way and does not listen to alternate approaches.
10.B.1.g Respects and appreciates team diversity	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
10.B.1.h Is accountable for results	Consistently and accurately completes tasks and takes responsibility for work.	Takes responsibility for work completed.	Sometimes takes limited responsibility for not completing work.	Does not take responsibility for completed on uncompleted work.

Guide and Lead Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
11.A.1. Uses interpersonal and problem-solving skills to influence and guide others toward a goal	Effectively communicates and motivates others to solve group problems while accomplishing a goal	Effectively communicates and motivates others to work toward a goal	Attempts to work with others to reach a goal, but fails to communicate effectively to solve a problem or motivate others	Shows no sign of interest in achieving a goal
11.A.2. Leverages the strengths of others to accomplish a common goal	Consistently encourages and motivates others to use their strengths to contribute to and achieve a common goal.	Encourages others to use their strengths to contribute to and achieve a common goal.	Show limited encouragement to others in achieving a common goal.	Is negative towards others in achieving a common goal.
11.A.3. Inspire others to reach their very best via example and selflessness	Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.	Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.	Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.	Fails to inspire others.
11.A.4. Demonstrates integrity and ethical behavior in using influence and power	When in a position of power, behaves ethically and with integrity to motivate others to work to their full potential	Does not abuse their leadership position to benefit themselves by being ethical and demonstrating integrity	At times puts personal needs and does not apply ethics and integrity to their decisions or actions.	When in position of power, shows no signs of integrity or ethical behavior

Be Responsible to Others

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Not at Standard
11.B.1 Acts responsibly with the interests of the larger community in mind	Was an integral part of a community organization or event and thoughtfully reflected on the importance of their involvement within the community.	Contributed to a community organization or event and reflected on the importance of their involvement within the community.	Participates, but does not contribute to community organization or event and attempted to reflect on their involvement within the community.	Does not contribute to a community organization or event but reflects on the importance of involvement within the community.

Appendix C

Questionnaire for the Non-Teaching Personnel

Part III. Please rate by checking your level of competency in the each of the following skills.

1.Learning & Innovation Skills				
Creativity and Innovation				
Work Creatively with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.A.1 Use a wide range of idea creation techniques (brainstorming etc...)	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation
1.A.2 Creates new and worthwhile ideas using both existing and new resources.	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using existing knowledge and resources	Does not attempt to develop new and valuable ideas
1.A.3 Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Attempts to reflect on own ideas

Work Creatively with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.B.1 Develop, implement and communicate new ideas to others effectively	Develops, implements and communicates new ideas to others effectively in a variety of conditions	Develops, implements and communicates new ideas to others effectively	Develops, implements and attempts to communicate new ideas to others	Develops new ideas, but does not effectively implement or communicate ideas with others
1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	Consistently and thoroughly listen to diverse views and incorporate in work	The ability to listen to diverse views and incorporate in work	Listens to diverse views but does not effectively incorporate in work	Does not listen to other views
1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Consistently demonstrates creativity and is realistic about the limits of the situation in a variety of situations	Demonstrates creativity and is realistic about the limits of the situation	Demonstrates creativity but does not have a realistic understanding of the limits of the situation	Does not demonstrate creativity
1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Does not understand how failed attempts are part of the process that leads to success

Implement Innovations				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	Continuously applies creative ideas to make a real and useful contribution to their work	Applies creative ideas to make a real and useful contribution to their work	Develops creative ideas, but does not make a contribution	Attempts to develop creative ideas

Reason Effectively

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.A.1 Use various types of reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions	Uses various types of reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Attempts to use reasoning as appropriate to the situation

Critical Thinking and Problem Solving

Use Systems Thinking

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.B.1 Analyze how every individual member contribute to the whole organization or system to accomplish something.	Recognizes and is able to manipulate parts of a system to come together to accomplish something	Recognizes how the parts of a system work together to accomplish something	Identifies parts of a system but cannot explain how they work together	Is only able to identify the parts as one, rather than each part individually

Make Judgments and Decisions

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs	Is effective in analyzing and evaluating evidence, arguments, claims and beliefs	Is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs
2.C.2 Effectively analyze and evaluate major alternative points of view	Embraces learning about material from different points of view and is non-judgmental in analyzing the material	When analyzing and evaluating material is non-judgmental	Believes they are able to analyze and evaluate material from a different point of view without being judgmental, but is not successful	Does not respect the view point of others while analyzing and evaluating material from a different point of view
2.C.3 Effectively synthesizes and makes connections between information and arguments	Is able to apply the connections between information and arguments in order to support a perspective	Is able to understand and make the connections between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Does not attempt to understand the connection between information and arguments
2.C.4 Effectively interpret information and draw conclusions based on the best analysis	Is able to look at complex information and successfully draw conclusions and apply to situation	Is able to look at information and successfully draw conclusions	Looks at information and sometimes is able to draw conclusions	Looks at information, and rarely is able to draw a conclusion
2.C.5 Reflect critically on learning experiences and processes	Thoroughly reflects critically on learning experiences and processes and applies to future work	Reflects critically on learning experiences and processes	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes

Solve Problems

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.D.1 Effectively solve different kinds of non-familiar problems in both conventional and innovative ways	Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing	Effectively utilizes multiple techniques to engage in problem solving	Effectively problem solves but does not utilize multiple techniques	Is not successful in utilizing problem solving techniques
2.D.2 Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Asks questions with the purpose of reaching a better solution, but fails to consider other points of view	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution

Communicate Clearly

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.	Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.	Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication	Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication
3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message	Effectively reflected on the meaning, values, attitudes and intentions of the message	Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message	Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning
3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	Effectively uses communication to inform, instruct, motivate and persuade on multiple occasions using both verbal and nonverbal communication	Uses communication to inform, instruct, motivate and persuade	Communicates only to inform or instruct	Communicates only to inform and does not demonstrate communicating for other purposes
3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	Worked creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies and reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies but did not effectively reflect on the effectiveness and impact of the product	Attempted but did not complete crafting a product using multiple media and technologies and did not effectively reflect on the effectiveness and impact of the product
3.A.5 Communicate effectively in diverse environments (including multi-lingual)	Communicates effectively with others in diverse environments using both verbal and nonverbal communication	Communicates effectively with others in diverse environments	Communicates with others in a diverse environment, but fails to communicate effectively with others	Fails to communicate with others in a diverse environment

Collaborate with Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.
3.B.3 Assume shared responsibility for collaborative work, and	Motivates all members to share in contributions equally by valuing all	Participates and contributes to group's work equally. Values all members' ideas	Attempts to share responsibility of groups' work, but ends up completing most of the work,	Either does most or very little of the group's work and does not share or

value the individual contributions made by each team member	members' ideas and contributions.	and contributions.	without utilizing input of others in group.	respect others' ideas.
---	-----------------------------------	--------------------	---	------------------------

2. Information, Media & Technology Skills

Information Literacy

Access and Evaluate Information

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
4.A.1 Access information efficiently (time) and effectively (sources)	Identifies the key concepts of the research being conducted, acts on informed decisions to revise the search and selects information based on reliability of resource in order to access information efficiently and effectively	Considers more than one strategy or tool when engaged in the digital information fluency process if the first strategy or tool is ineffective	Demonstrates an attitude of adaptability to respond to inconclusive or ineffective search results and continues process without giving up	Completes simple research strategies and sources, often not retrieving accurate or complete information
4.A.2 Evaluate information critically and competently	Thoroughly evaluates the reliability of the source and the information researched, using internal and external validation	Thoroughly evaluates information researched, using internal and external validation	Evaluates information researched but not thoroughly	Does not evaluate information

Use and Manage Information

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
4.B.1 Use information accurately and creatively for the issue or problem at hand	Is highly effective in relating various sources to each other and applies them to solve an issue or problem at hand	Uses information accurately and creatively for the issue problem at hand	Applies the information correctly, but is not accurate or creative in solving the issue or problem at hand	Does not utilize information collected to solve issue or problem at hand
4.B.2 Manage the flow of information from a wide variety of sources	Is able to apply large amounts of quality information from a variety of sources to make decisions and/or conclusions	Is able to access and collect large amounts of quality information from a variety of sources	Accesses only one or two sources of information	Is not able to access quality information
4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	When accessing and using information acts ethically and within the legal limitations	Understands the ethical and legal limitations when accessing and using information	Understands there is a need for ethical and legal limitations	Does not understand the need for the law and/or ethics in regards to information literacy

Media Literacy

Analyze Media

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
5.A.1 Understand both how and why media messages are constructed, and for what purposes	Effectively creates messages using media, such as video, visual aids etc... to communicate for multiple purposes	Effectively uses and creates messages using media, such as video, visual aids etc... to communicate a message	Can create a message, such as video, visual aids etc..., but does not understand how to use it to communicate a message effectively	Attempts to create a message, such as video, visual aids etc..., but does not do so effectively
5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	Understands and creates media that can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, but does not acknowledge diverse values and points of view	Does not understand the power of media in relationship to beliefs and behaviors in relation to interpreting a message
5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	Uses various forms of media with a full understanding of appropriate use from both a ethical and legal standpoint	Uses a form of media both legally and ethically	Uses media but does not always understand the legal and/or ethical issues	Uses media but does not have a regard to legal/ethical use

Create Media Products				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions	Creates products using innovative digital tools to compose, illustrate and communicate original ideas or research	Creates products using digital tools to compose, illustrate and communicate information	Attempts to create a product using digital tools to compose, illustrate and communicate information but does not complete	Does not attempt or does not understand how to utilize digital tools
5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	Consistently communicates both verbally and non-verbally, with a deep understanding and respect of cultural differences	Understands and effectively uses proper verbal and non-verbal communication in respect to cultural differences	Understands there are cultural differences, but does not effectively communicate in a diverse environment	Disregards cultural differences and does not effectively communicate in a diverse environment

Information, Media & Technology Skills				
Information, Communications and Technology (ICT Literacy)				
Apply Technology Effectively				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
6.A.1 Use technology as a tool to research, organize, evaluate and communicate information	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning	When collecting, organizing, evaluating and communicating research, technology is effectively utilized	Uses technology to collect, organize, evaluate and/or communicate information, but does not do so on a consistent basis	Does not use technology effectively to collect, organize, evaluate and/or communicate information
6.A.2 Use digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	Effectively and consistently uses technology, communication and relationships to successfully operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology as a tool to communicate and connect with others to access and successfully utilize information to operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology to communicate and connect with others but does not utilize it as a tool to operate in a knowledge economy (creating, evaluating and trading knowledge)	Does not utilize technology to communicate and connect with others effectively
6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	Manages data researched and applied from information technology ethically and legally	Manages data researched and applied from information technology ethically and legally	Uses information technology, but does not completely understand the ethical and legal obligations of accessing	Uses information technology, but disregards ethical and legal obligations

3. Life and Career Skills				
Flexibility and Adaptability				
Adapt to Change				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
7.A.1. Adapt to varied roles, job responsibilities, schedules and contexts	Adapts to varied roles, job responsibilities, schedules and contexts in a variety of conditions	Adapts to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules or contexts
7.A.2. Work effectively in a climate of ambiguity and changing priorities	Works effectively in a climate of ambiguity and changing priorities in a variety of conditions	Works effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities

Be Flexible

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
7.B.1. Incorporate feedback effectively	Incorporates feedback effectively in a variety of conditions	Incorporates feedback effectively	Attempts to incorporate feedback effectively	Attempts to incorporate feedback, but not effectively
7.B.2. Deal positively with praise, setbacks and criticism	Deals positively with praise, setbacks and criticism in a variety of conditions	Deals positively with praise, setbacks and criticism	Attempts to deal positively with praise, setbacks and criticism	Attempts to deal positively with praise or setbacks and criticism
7.B.3. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in a variety of conditions	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, but not in a multi-cultural environments

Initiative and Self-Direction

Manage Goals and Time

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.A.1. Set goals with tangible and intangible success criteria	Sets goals with tangible and intangible success criteria in a variety of conditions	Sets goals with tangible and intangible success criteria	Attempts to set goals with tangible and intangible success criteria	Attempts to set goals with tangible or intangible success criteria
8.A.2. Balance short-term and long-term goals	Balances short-term and long-term goals in a variety of conditions	Balances short-term and long-term goals	Attempts to balance short-term and long-term goals	Attempts to balance short-term or long-term goals
8.A.3. Utilize time and manage workload efficiently	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes work on time by taking advantage of the time provided and by using time management skills.	Occasionally completes work on time.	Never completes work on time and uses does not use time management skills.

Work Independently

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.B. 1. Monitor, define, prioritize and complete tasks without direct oversight	Monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Monitors, defines, prioritizes and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks with direct oversight

Be Self-directed Learners

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.C.1. Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise in a variety of conditions	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum, but does not explore and expand one's own learning and opportunities to gain expertise
8.C.2. Demonstrates initiative to advance skill levels towards a professional level	Demonstrates initiative to advance skill levels towards a professional level in a variety of conditions	Demonstrates initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels, but not on a personal level
8.C.3. Demonstrates commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong	Demonstrates commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning , but not as a lifelong

	process in a variety of conditions			process
8.C.4. Reflect critically on past experiences in order to inform future progress	Reflect critically on past experiences in order to inform future progress in a variety of conditions	Reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences, but not in order to inform future progress

Interact Effectively with Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
9.A.1 Know when it is appropriate to listen and when to speak	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrated in a variety of settings	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrate	At times speaks when it is not appropriate and does not listen when it is appropriate	Often needs to be reminded of appropriate times to speak and appropriate times to listen
9.A 2 Conducts self in a respectable, professional manner	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently	Demonstrates professional appearance and utilizes time management skills	Attempts to demonstrate professional appearance and or utilizes time management skills	Does not demonstrate professional appearance or time management skills

Work Effectively in Diverse Teams

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
9.B.1. Respects cultural differences and works effectively with people from a range of social and cultural backgrounds	Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives.	Respects, interacts, and works positively with individuals from other social and cultural groups.	With guidance can generally respect, interact, and work positively with individuals from other social and cultural groups.	Exhibits no respect, poor interaction, and an inability to work positively with individuals from other social or cultural groups.
9.B 2. Respond open-mindedly to different ideas and values	Different ideas are appreciated and diverse opinions are sought out while developing a common understanding.	Different ideas and diverse opinions are accepted.	Different ideas and diverse opinions are sometimes ignored however when acknowledged can be resolved.	Differences and diverse opinions are rejected and/or ignored and sometimes result in arguments.
9.B 3. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. Encourages discussions to develop new ideas through active listening and offers opinions for increasing innovation and quality of work.	Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others. Actively discusses avenues to develop ideas and presents encouraging opinions for increasing innovation and quality of work upon request.	Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears indifferent to the others. Supports own ideas, and appears not to be flexible to improve innovation and the quality of work.	Demonstrates no appreciation of cultural and social understanding and respect for the uniqueness others. Demonstrates intolerance and lacks social interaction skills.

Productivity and Accountability				
Manage Projects				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
10.A.1. Set and meet goals	Goals and strategies were defined as specific measurable goals and strategies were detailed.	Goals and strategies were defined and met.	Goals and strategies were defined but not met.	Goals and strategies were incomplete.
10.A.2. Prioritizes, plans and manages work to achieve the intended result	A detailed project plan was developed. The plan clearly prioritizes each aspect of the project and gives clear direction on how the project should be managed.	A project plan was determined and managed effectively.	A project plan was provided, but does not include details regarding how the work will be prioritized and/or managed.	A project plan was not developed.

Produce Results				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:				
10.B.1.a Works positively and ethically	Consistently applies ethics to all aspects of work. Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Applies values and ethics to all work completed	Occasionally has a negative attitude towards tasks, projects and/or others. At times does not apply ethics while working on tasks and projects.	Typically is negative toward tasks, projects and/or others. Does not consider ethics while working on tasks/projects or with others.
10.B.1.b Manages time and projects effectively	Consistently stays focused, prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distractions while meeting deadlines, using time effectively.	Develops a timeline of the work to be completed and stays focused throughout the process.	Occasionally off task in regards to accomplishing timeline. Thus, only a portion of the work is completed	Always off task and does not complete the work to be done.
10.B.1.c Demonstrates the ability to multi-task	Effectively manages several tasks at the same time and is able to accomplish task prior to prescribe deadlines.	Is able to manage tasks at the same time within designated time constraints.	Manages several tasks at the same time, but struggles to complete assigned tasks on time or in an efficient manner.	Is unable to manage several tasks at the same time.
10.B.1.d Participate actively, as well as be reliable and punctual	Consistently provides useful ideas when participating in the group and in classroom discussion and is reliable, and always on time.	Provides useful ideas when participating in the group and in classroom discussion and is reliable and punctual.	Sometimes participates in group and classroom discussions. Is not always on time or reliable.	Does not participate in group or classroom discussion. Cannot be counted on and is consistently late.
10.B.1.e Present oneself	Behavior and attire are	Displays professional and	Does not always display	Does not display

professionally and with proper etiquette	consistently appropriate for the occasion. Always acts respectfully towards others.	responsible behavior and dresses appropriately for the occasion. Acts respectfully towards others.	professional and responsible behavior. Sometimes dresses appropriately for the occasion. Occasionally acts respectfully towards others.	professional or responsible behavior. Rarely dresses appropriately for the occasion. Often does not act respectfully towards others.
10.B.1.f Collaborate and cooperate effectively with teams	Consistently listens to others and their ideas; helping them to develop their ideas while giving them full credit; helping the team reach its full potential	Listens to others' points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas.	Sometimes listens to others, and often assumes others' ideas will not work; tries to work well with the team.	Is argumentative with others'; does not listen to groups opinions and ideas; wants things done their way and does not listen to alternate approaches.
10.B.1.g Respects and appreciates team diversity	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
10.B.1.h Is accountable for results	Consistently and accurately completes tasks and takes responsibility for work.	Takes responsibility for work completed.	Sometimes takes limited responsibility for not completing work.	Does not take responsibility for completed on uncompleted work.

Guide and Lead Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
11.A.1. Uses interpersonal and problem-solving skills to influence and guide others toward a goal	Effectively communicates and motivates others to solve group problems while accomplishing a goal	Effectively communicates and motivates others to work toward a goal	Attempts to work with others to reach a goal, but fails to communicate effectively to solve a problem or motivate others	Shows no sign of interest in achieving a goal
11.A.2. Leverages the strengths of others to accomplish a common goal	Consistently encourages and motivates others to use their strengths to contribute to and achieve a common goal.	Encourages others to use their strengths to contribute to and achieve a common goal.	Show limited encouragement to others in achieving a common goal.	Is negative towards others in achieving a common goal.
11.A.3. Inspire others to reach their very best via example and selflessness	Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.	Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.	Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.	Fails to inspire others.
11.A.4. Demonstrates integrity and ethical behavior in using influence and power	When in a position of power, behaves ethically and with integrity to motivate others to work to their full potential	Does not abuse their leadership position to benefit themselves by being ethical and demonstrating integrity	At times puts personal needs and does not apply ethics and integrity to their decisions or actions.	When in position of power, shows no signs of integrity or ethical behavior

Be Responsible to Others

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Not at Standard
11.B.1 Acts responsibly with the interests of the larger community in mind	Was an integral part of a community organization or event and thoughtfully reflected on the importance of their involvement within the community.	Contributed to a community organization or event and reflected on the importance of their involvement within the community.	Participates, but does not contribute to community organization or event and attempted to reflect on their involvement within the community.	Does not contribute to a community organization or event but reflects on the importance of involvement within the community.

Appendix D
The Current Status of the Teaching Personnel in Terms of Their
Assessment of the Vision, Mission and Goals of
Mondriaan Aura College
N=17

Areas of the Vision, Mission and Goals Assessed	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Mean	Interpretation
1.The vision, mission and goals of the institution are clearly stated and well-defined.			9	8	3.47	Satisfactory
2. The vision, mission and goals of the institution have the following benefits:						
2.1Encourage the development of sense of purpose		8	9		2.53	Satisfactory
2.2 Facilitate decision making		3	10	4	3.06	Satisfactory
2.3 Facilitate communication both internally and externally		3	14		2.82	Satisfactory
2.4 Classify marketing strategy	2	3	10	2	2.71	Satisfactory
3.The vision, mission and goals are understood by the						
3.1 administrators		7	10		2.59	Satisfactory
3.2 faculty		7	10		2.59	Satisfactory
3.3 staff		7	10		2.59	Satisfactory
4. The vision, mission and goals are relevant to the needs of the						
4.1 administrators		3	9	5	3.12	Satisfactory
4.2 faculty		8	7	2	2.65	Satisfactory
4.3 staff		8	7	2	2.65	Satisfactory
				Grand Mean	2.77	Satisfactory

Critical Success Factors of the Vision, Mission and Goals as Assessed by the Human Resource						
1.The vision, mission and goals are clearly defined and explicitly expressed the following:			9	8	3.47	Satisfactory
1.1where the school wants to go			9	8	3.47	Satisfactory
1.2 ideal state or condition the organization wants to attain			9	8	3.47	Satisfactory
1.3 purpose of the organization						Satisfactory
				Grand Mean	3.47	Satisfactory

Appendix E
The Current Status of the Non-teaching Personnel in Terms of Their
Assessment of the Vision, Mission and Goals of
Mondriaan Aura College

N=27

Areas of the Vision, Mission and Goals Assessed	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Mean	Interpretation
1.The vision, mission and goals of the institution are clearly stated and well-defined.			20	7	3.26	Satisfactory
2. The vision, mission and goals of the institution have the following benefits:						
2.1Encourage the development of sense of purpose			21	6	3.22	Satisfactory
2.2 Facilitate decision making		5	15	7	3.07	Satisfactory
2.3 Facilitate communication both internally and externally			20	7		Satisfactory
2.4 Classify marketing strategy	2	6	13	6	2.85	Satisfactory
3.The vision, mission and goals are understood by the						
3.1 administrators			19	8	3.30	Satisfactory
3.2 faculty			19	8	3.30	Satisfactory
3.3 staff			7	20	3.74	Satisfactory
4. The vision, mission and goals are relevant to the needs of the						
4.1 administrators			21	6	3.22	Satisfactory
4.2 faculty			21	6	3.22	Satisfactory
4.3 staff		7	20		2.74	Satisfactory
				Grand Mean	2.99	Satisfactory

Critical Success Factors of the Vision, Mission and Goals as Assessed by the Human Resource						
1.The vision, mission and goals are clearly defined and explicitly expressed the following:						
1.1where the school wants to go		1	21	5	3.15	Satisfactory
1.2 ideal state or condition the organization wants to attain		1	21	5	3.15	Satisfactory
1.3 purpose of the organization		1	21	5	3.15	Satisfactory
				Grand Mean	3.31	Satisfactory

Appendix F
Current Status of the Teaching Personnel of Mondriaan Aura College
in Terms of their Critical Success Factors N=17

Areas Assessed	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Mean	Interpretation
1.The human resource are all qualified in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution.	2	9	6		2.24	Moderately Satisfactory
2.The human resource see a well-defined organizational structure and lines of authority that allow highly efficient and effective governance in the following areas:						
2.1 recruitment and selection of personnel		6	9	2	2.53	Moderately Satisfactory
2.2 training	5	8	4		1.94	Satisfactory
2.3 career development	5	8	4		1.94	Moderately Satisfactory
2.4 benefits and compensation	6	6	5		1.94	Moderately Satisfactory
3.The human resource are allowed by the school's organizational structure and governance procedure to engage in a healthy work culture and positive professional climate.			9	8	3.47	Satisfactory
				Grand Mean	2.34	Moderately Satisfactory

Appendix G
Current Status of the Non-Teaching Personnel of Mondriaan Aura College
in Terms of their Critical Success Factors N=27

Areas Assessed	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Mean	Interpretation
1.The human resource are all qualified in terms of continuous acquisition of new knowledge and training which are essential to sustaining dynamism and interest among the students and the institution.		19	7	1	2.33	Moderately Satisfactory
2.The human resource see a well-defined organizational structure and lines of authority that allow highly efficient and effective governance in the following areas:						
2.1 recruitment and selection of personnel		18	8	1	2.37	Moderately Satisfactory
2.2 training		18	8	1	2.37	Satisfactory
2.3 career development		18	8	1	2.37	Moderately Satisfactory
2.4 benefits and compensation		18	8	1	2.37	Moderately Satisfactory
3.The human resource are allowed by the school's organizational structure and governance procedure to engage in a healthy work culture and positive professional climate.		1	19	7	3.22	Satisfactory
					Grand Mean 2.42	Moderately Satisfactory

Appendix H
Levels of Competency in the Learning and Innovation Skills of the Teaching
Personnel of Mondriaan Aura College
 N=17

Learning & Innovation Skills	4 Exceeds Standard Frequency	3 Meet Standard Frequency	2 Approaching Standard Frequency	1 Not at Standard Frequency	Mean (X)	Interpretation
Working Creatively with others	9	8	0	0	3.53	Exceeds Standard
Implementing Innovations	9	8	0	0	3.53	Exceeds Standard
Reasoning Effectively	7	10	0	0	3.41	Meet Standard
Using Systems Thinking	11	6	0	0	3.65	Exceeds Standard
Making Judgments and Decisions	10	7	0	0	3.59	Exceeds Standard
Solving Problems	8	8	1	0	3.41	Meet Standard
Communicating Clearly	8	8	1	0	3.41	Meet Standard
Collaborating with Others	9	7	1	0	3.47	Meet Standard

Levels of Competency in the Information, Media & Technology Skills of the
Teaching Personnel of Mondriaan Aura College N=17

Information, Media & Technology Skills	4 Exceeds Standard Frequency	3 Meet Standard	2 Approaching Standard	1 Not at Standard	Mean	Interpretation
Accessing & Evaluating Information	8	9	0	0	3.47	Meet Standard
Using and Managing Information	9	7	1	0	3.47	Meet Standard
Analyzing Media	7	10	0	0	3.41	Meet Standard
Creating Media Products	6	11	0	0	3.35	Meet Standard
Applying Technology Effectively	8	9	0	0	3.47	Meet Standard

**Levels of Competency in Life and Career Skills of the Teaching
Personnel of Mondriaan Aura College N=17**

Life & Career Skills	4 Exceeds Standard Frequency	3 Meet Standard Frequency	2 Approaching Standard Frequency	1 Not at Standard Frequency	Mean	Interpretation
Adapting to Change	8	8	1	0	3.41	Meet Standard
Being flexible	10	7	0	0	3.59	Exceeds Standard
Managing Goals and Time	6	10	1	0	3.29	Meet Standard
Working Independently	7	10	0	0	3.41	Meet Standard
Being Self-Directed Learners	12	5	0	0	3.71	Exceeds Standard
Interacting Effectively with Others	10	7	0	0	3.59	Exceeds Standard
Working Effectively in Diverse Teams	8	9	0	0	3.47	Meet Standard
Managing Projects	10	7	0	0	3.59	Exceeds Standard
Producing Results	10	7	0	0	3.59	Exceeds Standard
Guiding and Leading Others	10	7	0	0	3.59	Exceeds Standard
Being Responsible to Others	7	10	0	0	3.41	Meet Standard

Appendix I

Levels of Competency in the Learning and Innovation Skills of the Non-Teaching Personnel of Mondriaan Aura College N= 27

Learning & Innovation Skills	4 Exceeds Standard Frequency	3 Meet Standard Frequency	2 Approaching Standard Frequency	1 Not at Standard Frequency	Mean X	Interpretation
Working Creatively with Others	6	17	4	0	3.07	Meet Standard
Implementing Innovations	8	18	1	0	3.26	Meet Standard
Reasoning Effectively	7	17	3	0	3.15	Meet Standard
Using Systems Thinking	9	18	0	0	3.33	Meet Standard
Making Judgments and Decisions	9	16	2	0	3.26	Meet Standard
Solving Problems	8	17	2	0	3.22	Meet Standard
Communicating Clearly	8	16	2	1	3.15	Meet Standard
Collaborating with Others	12	15	0	0	3.44	Meet Standard

Levels of Competency in the Information, Media & Technology Skills of the Non- Teaching Personnel of Mondriaan Aura College N=27

Information, Media & Technology Skills	4 Exceeds Standard Frequency	3 Meet Standard Frequency	2 Approaching Standard Frequency	1 Not at Standard Frequency	Mean	Interpretation
Accessing & Evaluating Information	6	18	3	0	3.11	Meet Standard
Using and Managing Information	11	13	3	0	3.30	Meet Standard
Analyzing Media	7	17	3	0	3.15	Meet Standard
Creating Media Products	7	16	4	0	3.11	Meet Standard
Applying Technology Effectively	9	13	5	0	3.15	Meet Standard

**Levels of Competency in the Life and Career Skills of the Non- Teaching
Personnel of Mondriaan Aura College N=27**

Life & Career Skills	4 Exceeds Standard Frequency	3 Meet Standard Frequency	2 Approaching Standard Frequency	1 Not at Standard Frequency	Mean	Interpretation
Adapting to Change	8	18	1	0	3.25	Meet Standard
Being flexible	10	15	2	0	3.30	Meet Standard
Managing Goals and Time	8	14	5	0	3.11	Meet Standard
Working Independently	8	19	0	0	3.30	Meet Standard
Being Self-Directed Learners	10	15	2	0	3.30	Meet Standard
Interacting Effectively with Others	10	15	2	0	3.30	Meet Standard
Working Effectively in Diverse Teams	10	16	1	0	3.41	Meet Standard
Managing Projects	9	14	4	0	3.18	Meet Standard
Producing Results	8	18	1	0	3.26	Meet Standard
Guiding and Leading Others	9	17	1	0	3.30	Meet Standard
Being Responsible to Others	7	18	2	0	3.15	Meet Standard

Appendix J
Frequency & Percentage Distribution of the Human Resource
Frequency & Percentage Distribution of the Human Resource According
to Highest Educational Attainment
N=44

Highest Educational Attainment	Teaching Personnel Frequency	Percentage %	Non-Teaching Personnel Frequency	Percentage %	Total of Teaching & Non-Teaching Personnel	Percentage (%)
Undergraduate			5	18.52	5	11.36
BS/AB Degree	3	17.65	7	25.92	10	22.73
With M.A. units	6	35.29	9	33.33	15	34.09
With M.A. degree	7	41.18	4	14.81	11	25.00
With Ph.D./Ed. D units	1	5.88	1	3.70	2	4.54
With Ph.D/Ed.D degree			1	3.70	1	2.27
Total	17	100	27	100	44	100

According to Average Monthly Income
N=44

Average Monthly Income	Teaching Personnel Frequency	Percentage (%)	Non-Teaching Personnel Frequency	Percentage %	Total of Teaching & Non-Teaching Personnel	Percentage (%)
Less than Php 10,000	4	23.53	10	37.04	14	31.82
Php 11,000-15,000	6	35.29	10	37.04	16	36.36
Php 16,000-20,000	5	29.41	5	18.52	10	22.73
Php 21,000-25,000	1	5.88	1	3.70	2	4.54
Php 31,000-40,000	1	5.88	1	3.70	2	4.54
Total	17	100	27	100	44	100

**Frequency & Percentage Distribution of the Human Resource
According to Length of Working Experience
N=44**

Length of Working Experience	Teaching Personnel Frequency	Percentage(%)	Non-Teaching Personnel Frequency	Percentage (%)	Total of Teaching & Non-Teaching Personnel	Percentage (%)
Less than a year	1	5.88	1	3.70	2	4.54
1-5 years			5	18.52	5	11.36
6-10 years	5	29.41	4	14.81	9	20.45
11-15 years	5	29.41	9	33.33	14	31.81
16-20 years	2	11.76	3	11.11	5	11.36
21-25 years	2	11.76	5	18.52	7	15.91
26 years and above	2	11.76			2	4.54
Total	17	100	27	100	44	100

**Frequency & Percentage Distribution of the Human
Resource According to Sex**
N=44

Gender	Teaching Personnel Frequency	Percentage (%)	Non-Teaching Personnel Frequency	Percentage (%)	Total of Teaching & Non- Teaching Personnel	Percentage (%)
Male	9	52.94	14	51.85	23	52.27
Female	8	47.06	13	48.15	21	47.73
Total	17	100	27	100	44	100

**Frequency & Percentage Distribution of the Human Resource
According to Current Position**
N=44

Current Position	Frequency	Percentage (%)	Total of Teaching & Non-Teaching Personnel	Percentage (%)
Teaching Personnel Faculty	17	100		
Total	17	100	17	38.64
Non-Teaching Personnel				
Dean/Department Head/Coordinator	11	40.74		
Administrative Staff	10	37.04		
Support Staff	6	22.22	27	61.36
Total	27	100	44	100

ELISA ALALAY MENOR
76 GORDON STREET, BANICAIN
OLONGAPO CITY, 2200 PHILIPPINES
Mobile Number: 09266900333
e-mail: elisa.teacher@yahoo.com



SUMMARY OF QUALIFICATIONS: An empowered, enriched, and result-oriented educator who abides in the principle of delivering quality teaching and learning; an agent of change yielded toward quality education and management.

EDUCATION

Postgraduate Course:

Doctor of Philosophy (Ph.D.)
in Educational Management
Philippine Normal University
Manila, Philippines 2014

Master of Arts in Education
Major in Educational Administration
Mondriaan Aura College, Olongapo City
Philippines, 2005

Master of Science in Chemistry
(with complete academic requirements)
University of Santo Tomas, Manila
Philippines

Baccalaureate Degree:

Bachelor of Science in Medical Technology
Far Eastern University, Manila
Philippines, 1977

Earned 18 units of Professional Education
Virgen delos Remedios College, Olongapo City
Philippines

Government Examination Passed: Professional Board Examination for Teachers (PBET), 1993

Secondary Education: St. Joseph's School (with honors)
Olongapo City, Philippines, 1973

Elementary Education: St. Joseph's School
Olongapo City, Philippines, 1969

Research Outputs/Projects

Title: The Student Teaching Program of Mondriaan Aura College, Inc. and Its Implications to the Work Performance of the Student Teachers

Date Completed: March 2004

Title: A 21st Century Skills Strategic Development Program for the Human Resource of Mondriaan Aura College, Subic Bay Freeport Zone

Date Completed: September
2014

PROFESSIONAL EXPERIENCES

Program Head
Teacher Education Department
Mondriaan Aura College
Academic Year 2009 up to current year

Associate Professor IV, Mondriaan Aura College
Olongapo City, Philippines
From June 1993 up to current year

Associate Dean for Student Affairs
Mondriaan Aura College
Olongapo City
Academic Year 2012-2013

Thesis Adviser
Mondriaan Aura College
June 2003 to current year

Reviewer, Licensure Examination for Teachers (LET), Mondriaan Aura College
Olongapo City, Philippines
From May 2000 up to current year

Health Care Courses Coordinator, Mondriaan Aura College
Olongapo City, Philippines
From June 2007-2009

Caregiver Course Coordinator, Mondriaan Aura College
Olongapo City, Philippines
From June 2003 to June 2013

Training Coordinator, Mondriaan Aura College
Olongapo City, Philippines
From June 2000 to June 2012

Safety Officer, Mondriaan Aura College
Olongapo City, Philippines
From June 2002-June 2012

National Service Training Program (NSTP) Coordinator, Mondriaan Aura College
Olongapo City, Philippines
From June 2002 to March 2005

Head Teacher, Aura de Laurentus Business High School
Olongapo City, Philippines
From June 1997 to March 1999

Classroom Teacher, Aura de Laurentus Business High School
Olongapo City, Philippines
From June 1993 up to March 1999

Medical Technologist, U.S. Naval Hospital
Subic Bay, Philippines
February 1989 up to September 1992

ACHIEVEMENTS

1. Outstanding Adviser of an Academic Organization, 2012-2013
Mondriaan Aura College, Olongapo City
2. Outstanding Adviser of an Academic Organization, 2009-2010
Mondriaan Aura College, Olongapo City
3. Best Thesis Writer of the Year, 2003, Mondriaan Aura College,
Olongapo City
4. First in Rank, Faculty Performance Evaluation, 2003-2004, Mondriaan
Aura College, Olongapo City
5. Awardee, One of the Ten Most Outstanding Workforce of the Subic
Bay Metropolitan Authority (SBMA), September 2003, Olongapo City
6. Second in Rank, Faculty Performance Evaluation, 2002-2003,
Mondriaan Aura College, Olongapo City
7. Outstanding Adviser of an Academic Organization, 2000-2001,
Mondriaan Aura College, Olongapo City
8. First in Rank, Faculty Performance Evaluation, 1997-1998, Aura de
Laurentus Business High School, Olongapo City
9. Most Outstanding Faculty Member, 1996-1997, Aura de Laurentus
Business High School, Olongapo City
10. First in Rank, Faculty Performance Evaluation, 1995-1996, Aura de
Laurentus Business High School, Olongapo City
11. Scholarship Grantee, Fund for Assistance to Private Education (FAPE),
1995, Aura de Laurentus Business High school, Olongapo City
12. First in Rank, Faculty Performance Evaluation, 1994-1995, Aura de
Laurentus Business High School, Olongapo City
13. Merit Awardee for Best Class, 1993-1994, Aura de Laurentus Business
High School, Olongapo City

14. Outstanding Performance Awardee, 1991-1992, U.S. Naval Hospital, Subic Bay
15. Nominee, Employee of the Quarter, April-June 1992, U.S. Naval Hospital Subic Bay
16. Outstanding Performance Awardee, 1990-1991, U.S. Naval Hospital, Subic Bay
17. Nominee, Employee of the Quarter, October-December 1991, U.S. Naval Hospital, Subic Bay
18. Speaker in Various Seminars and Training
19. Participant in Various Seminars, Conventions, and Training
20. Officer of Various Organizations
21. Member of Various Organizations including Philippine Association for Teacher Education and the Philippine Association of Chemistry Teachers