Assessment on the Academic Managerial Competencies and Faculty Performance towards a Proposed Executive Training Program for the Middle Managers of SUCs in Manila

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Abstract

This paper attempts to assess the academic managerial competencies and faculty performance of State Universities and Colleges (SUCs) in Manila towards the proposal of an executive training program that could help deans and chairpersons in managing their units. The study has two sets of respondents, the middle managers, which is purposively selected, and the faculty through simple random sampling technique. The analysed data show that (1) the middle managers are found to be generally competent, and (2) the managers and faculty have similar assessment on the competency level of middle managers as to the selected variables. Based on the results, the proposed executive training program has five significant areas such as: setting directions, staff development program, budget planning, physical facilities and laboratory development, and leadership and governance.

Keywords: Academic managerial competency, faculty performance, middle manager, state universities and colleges

INTRODUCTION

Education is seen as the backbone of development in any nation. It improves the quality of life of a society through the refinement of its potentials. Education further enhances the application of man's achievement towards the improvement of his environment. It is a social process in which one achieves societal competence and individual growth. In every known great nation, therefore, national development was preceded and accomplished by educational advancement.

At present, there is an increasing faith in the casual relationship between education and economic development especially in developing countries like the Philippines. Tertiary education plays a paramount role in preparing the Filipino workforce towards the attainment of national goals. Therefore, universities and colleges carry the burden of human capital resource for economic gains.

Tertiary or higher education in the Philippines is either colleges or universities and are generally classified as either public or private. Public tertiary education is all non-sectarian and are government funded. The deans and chairpersons are the so-called middle managers that manage the affairs and concerns of colleges and departments of State Universities and Colleges (SUCs). Since they are expected to produce qualified people in the courses that they offer, they are also mandated to carry out their core mandates to their competitive advantage. This is where academic managerial competencies become a major necessity.

The concept of 'manager-academics' is vital for higher education leadership and management discourse, more so, in the emergence of new educational technologies that require digital and information literacy."

A manager is a person who plans, controls, organizes, and leads an organization. In State Universities and Colleges in the Philippines, academic middle level managers are the chairpersons and deans. There is a considerable similarity in the behavior of managers at all levels. They are expected to understand and respond to the complex array of factors that push and pull organizations in so many different directions. In the same way, all managers need a training program that will make them effective in handling knowledge-based educational institutions.

In the current epistemic higher education environment, the need to provide appropriate training for middle level managers is a pressing need. The changing landscape in the academe, brought about by societal changes is a condition that affects every university and a challenge that must be addressed by its units.

Objectives of the Study

It is in this premise that this study was founded wherein the very purpose is to assess the academic managerial competencies and faculty performance in State Universities and Colleges (SUCs) in Metro Manila, Philippines towards the proposal of an executive training program that could help deans and chairpersons in managing their units. Specifically, this study tried to answer the following questions: (1) How do middle managers and faculty members assess managerial competencies in terms of setting directions, staff development program, budget planning, physical facilities and laboratory development, facilitating change, external relations and networking, communication skills, leadership and governance and monitoring and evaluation; and (2) What is the performance of the faculty members for the last three years?

Literature Review

In this present era of transformation and innovation, the educational system of any nation needs school managers who are not only effective but competitive as well. They are expected to be capable of designing and maintaining an educational environment that is conducive to the performance of individuals working together in groups towards the accomplishment of the organization's goals and objectives.

Drawing on professional experience from university innovators and a wealth of international case studies, McCaffery (2018) offered practical advice and guidance on all aspects of university management. Through engaging, comprehensive, and highly accessible practitioner's guide, he tackled all the key areas that are central to the job of managing in higher education, from understanding the culture of the university and the role it plays, to providing effective leadership and managing change. With a unique perspective of the higher education manager, he discussed practical suggestions that can be implemented immediately by leaders at all levels.

Nirav (2019) emphasized that school is one of the most important formal agencies of education. It plays a major role in molding the ideas, habits, and attitudes of the children with a view to produce well balanced personalities that are culturally sound, emotionally stable, mentally alert, morally upright, physically strong socially efficient, vocationally self-sufficient, and internationally liberal. Informal agencies of education such as the church and the home fail to satisfy the increasing educational requirements of a complex society and thus are losing their hold on the people. School is a social institution set up by the society to serve its ends. It is a place where men of tomorrow are trained and disciplined in certain forms of activities.

The concept of 'manager academics' seems to be vital for the higher education leadership and management discourse even more so as "academics continue to lead academics.

De Boer, Goedegebuure, and Meek (2010) affirm that manager-academics are expected to feature both academic excellence and management capacities. In fact, even though manager-academics provide leadership and management to faculty, fulfill representational duties, and play an increasingly important strategic role, Floyd and Dimmock (2011) stated that their academic reputation is still a crucial ingredient for legitimacy as leaders.

Despite their vital role, literature on middle-level manager-academics is relatively scarce in some parts of Asia, with only a few studies pointing to their relevance in higher education leadership and management. Existing research is heavily "western-biased" as attested by Nguyen (2013), with most studies coming from Australia, UK, and the United

States. This was affirmed by a study which was conducted by Pham, et.al (2019) stating
that research studies on leadership and management for the higher education sector in
Vietnam are significantly underdeveloped. This is even more remarkable as supported by
De Boer and fellow researchers in view of the assumption that context and tradition are
pivotal for structural and executive elements as well as for the facets of leadership and
management.

Rudhumbu (2015) pointed out that the role of academic middle managers (AMMs)
has been a subject of contestation for a long time the world over owing to the fact that
there has not been a clear-cut articulation of what exactly this role constitutes or means.
Such a situation according to literature has tended to affect the way the AMMs enact their
role in their different departments and organizations.

Traditionally, the role of the academic middle manager has been viewed as
transmitters of top management views to the lower echelons of the organization. This view
has however greatly changed over the last couple of decades owing to the realization that
academic middle managers play a critical role in both educational change and curriculum
change and it is the later view that Rudhumbu explored. More specifically, he examined the
concept of role as understood by the academic middle managers (AMMs) and as shaped
by the different contexts in which the AMMs perform their curriculum change roles in
higher education. The way the AMMs understand and hence enact their role in curriculum
change according to Rudhumbu is framed by the nature of the activity, role expectation,
role conflict, and the demands of the role sender among others.

Locke, Fisher, and Cummings (2011) asserted that while academics affiliate
with many organizations, majority of their time is spent in the service of the university or
college that employs them by fulfilling their teaching and research duties. Depending both
on personal inclination and the expectations of the institution where they are employed,
they may focus relatively greater effort in core units such as departments, centers and
programs, and chairs. Many of the essential decisions relating to academic work are made
in these units. Additionally, for the coordination of those decisions that affect multiple units,
more comprehensive bodies may be formed for the deliberation of academics, such as
academic councils.

In the Philippines, recent policies for higher education, as well as the rapid
technological and social advances have placed new responsibilities and posed new
challenges among colleges and universities. This necessitates a serious inquiry into the
management aspect of academic institutions for them to be able to contribute to societal
development.

Doronilla (2010) contended that management competencies are somehow
anchored in school community partnership; all the stakeholders are involved not only in the

preparation of the plan, but with the implementation stage as well. Thus, the community also participates actively in the formulation of the annual plans that operationalize the SIP and adjust in light to changing circumstances.

Beltra (2011) commented that most programs that are trying to effect educational reforms depend on the focus, whether on external factors which lie outside the teacher in the structure of the schools' professional life or on internal factors which lie inside the teacher. Moreover, the greatest immediate power that people have is to work for reform from the inside out. Ultimately, human wholeness does not come from the changes in our institution; it comes from the reformation of the heart.

Leadership is one of the oldest forms of educational management, and currently one of the most controversial as explained by Castaneda (2017). Therefore, when leadership is most needed, many promising instructional leaders shun its opportunities and experienced school heads often seek transfers to other types of educational work. Leaders are vital at every level of an organization and cultivating leadership skills early is a great way to pave the way for success. The school headship is above all else a social process or can be defined as getting things done by working with all school stakeholders.

Manhit (2018) in his article stated that the Philippine government's commitment to provide education for all offers several nodes of intervention that can be done to address the challenges. Aside from the firm's resolution to fund and invest in education, the teacher education program should be the basic reference point. The teacher is the key in unlocking and motivating the students' learning process. By addressing teachers' education, the problem of curriculum revision is also resolved. Likewise, multilevel partnerships between the public and private sectors and between industry and community partners are important ways to address basic education gaps. The process of accrediting education providers based on the desired learning outcomes needs to be fine-tuned and aligned with the pressing concerns of basic education.

The study of Khan and Khan (2014) asserts that an institution is bound to fail in case it does not have an efficient, resourceful, and professionally sound leader. Leadership is a must at each level of hierarchy for effective and purposeful management. A lot of power vests in the academic leader, and power brings responsibilities. To run his institution well and realize the set goals he, as compared to his subordinates, needs to be essentially better qualified, well-versed in his subject, better conversant in up-to-date methodology of teaching and better updated on the developments in the field of administration. He should also be proficient in human relationship. For development and successful achievement of these qualities, one is required to attend rigorous training sessions. This study points to a need for an executive training program for academic leaders.

Another related study entitled "Management competencies in higher education: Perceived job importance in relation to level of training required" by Potgieter & Coetzee (2010) affirmed that heads of departments (HODs) should have comprehensive specialist knowledge and skills in the implementation of strategies, conduct of environmental scanning and analysis, delegation of tasks, and project management planning. The significant relationship observed between strategy implementation as an important job competency and the level of training required in handling disputes and grievances suggest that HODs need additional skills to implement grievance and dispute policies outlined in the strategic plan.

The results further suggest that in order for participants to be able to conduct environmental scanning and analysis, they should also be required advanced level of training in daily planning and project management activities, including the prioritization and organization of cost and quality - related tasks and activities, leading and motivating individuals and teams, monitoring and dissemination of information by means of group presentations and communication, managing external relationships with key external stakeholders and suppliers as external customers.

This affirms the need for an executive training program for higher education middle managers.

METHODOLOGY

The study utilized the descriptive-correlational methods of research since it focused on the managerial competencies of middle level managers of selected State Universities and Colleges (SUCs) in Metro Manila namely: Technological University of the Philippines (TUP), Eulogio 'Amang' Rodriguez Institute of Science and Technology (EARIST), Philippine Normal University (PNU) and Polytechnic University of the Philippines (PUP). The data gathering stage covered the months of November 2018 through May of 2019.

Survey questionnaire was utilized to assess competency variables namely: setting directions, staff development program, budget planning, physical facilities and laboratory development, facilitating change, external relations and networking, communication skills, leadership and governance, and monitoring and evaluation. Likewise, survey questionnaire was also used to determine the suitability, acceptability, and feasibility of the proposed executive training program.

The researcher made use of purposive sampling technique for the middle managers and simple random sampling for the faculty respondents. Numbers of faculty respondents

were drawn out using the Slovin's formula. The sampling distribution from the total population of the managers and faculty were as follows: 93 or 33% from the Technological University of the Philippines (TUP) with 28 managers and 65 faculty respondents; 97 or 23% from Eulogio 'Amang Rodriguez Institute of Science and Technology with 42 managers and 45 faculty respondents; 48 or 20% from Philippine Normal University (PNU) with 8 managers and 48 faculty respondents ; 109 or 24% from the Polytechnic University of the Philippines with 61 managers and 109 faculty respondents .

Survey Questionnaire has been taken from related studies and literature as springboard in the development of the instrument (Baraceros, 2016). The instrument was validated by middle managers holding Doctor's Degree in Educational Management which covered nine areas of managerial competencies for middle managers namely setting directions, staff development program, budget planning, physical facilities and laboratory development, facilitating change, external relations and networking, communication skills, leadership and governance, and monitoring and evaluation. Part 1 deals with the demographic profile of the respondents, Part 2 deals with assessment of managerial competencies while Part 3 assessed the suitability, acceptability, and feasibility of the proposed executive training program. The assessments provided by the respondents were interpreted using the 5-point Likert Scale.

The researcher used the frequency and percentage distribution and weighted mean. T-Test was also used to find out whether there is any significant difference between the assessments of the respondents on the level of managerial competencies of the middle managers. Coefficient of Correlation using Spearman Rho was utilized to identify the level of relationship between managerial competencies of middle managers and faculty performance for the last three years (2015 to 2017).

Documentary analysis was conducted by perusing and reviewing available Individual Performance Commitment and Review (IPCR) results for the last three years of the faculty of selected SUCs in Metro Manila (CSC 2012). These were used as bases for describing faculty performance. Data were treated with confidentiality and results were generalized and grouped according to year.

The researcher sought permission to disseminate survey questionnaires from the school administrators of selected SUCs. After two to three weeks, the researcher retrieved the survey-questionnaire. Entries were double-checked to ensure the accuracy and reliability of results.

RESULTS AND DISCUSSION

This section will present the survey results focusing on the assessment of managerial competencies, comparison of the assessment of respondents, faculty performance for the past three years, correlation of managerial competencies and performance of faculty, and the proposed executive training program based on the findings of the study.

Table 1
Assessment on Managerial Competencies

Indicators	Managers		Faculty		Composite		Rank
	WM	VI	WM	VI	WM	VI	
Setting Directions	4.17	C	4.19	C	4.18	C	3
Staff Development Program	3.81	C	4.30	VC	4.05	C	6
Budget Planning	3.91	C	4.11	C	4.01	C	8
Physical Facilities & Laboratory Development	3.95	C	4.07	C	4.01	C	8
Facilitating Change	3.95	C	4.06	C	4.01	C	8
External Relations and Networking	4.03	C	4.13	C	4.08	C	5
Communication Skills	3.99	C	4.26	VC	4.12	C	4
Leadership and Governance	4.15	C	4.67	VC	4.41	VC	1
Monitoring and Evaluation	3.99	C	4.67	C	4.33	VC	2
Overall Weighted Mean	3.99	C	4.27	VC	4.13	C	

Legend:

4.20 - 5.00 Very Competent (VC)   1.80 – 2.59 Slightly Competent (SC)
3.40 – 4.19 Competent (C)   1.00 – 1.79 Not Competent (NC)
2.60 – 3.39 Moderately Competent (MC)

Looking at the summary table, it could be deduced that the respondents perceived that the middle managers are very competent in the areas of leadership and governance with a composite mean of 4.41, ranked 1; followed by monitoring and evaluation (WM=4.33) ranked 2, respectively. On the other hand, the respondents believed that the middle managers are competent in the areas of "Setting Directions" (WM=4.18) rank 3; "Communication Skills" (WM=4.12) rank 4; "External Relations and Networking" (WM=4.08) rank 5; "Staff Development Program" (WM=4.05) rank 6; and "Budget Planning," "Physical Facilities & Laboratory Development," and "Facilitating Change" (WM=4.01 rank 8, respectively. These values resulted to a grand mean of 4.13 which implies that in general, the middle managers are competent in the performance of their function based on selected variables.

Table 2

Comparison of the Assessments of the Respondents

Indicators	Managers		Faculty		t value	VI	Decision
	WM	SD	WM	SD			
Setting Directions	4.17	0.510	4.19	0.458	0.134	NS	Accept H$_o$
Staff Development Program	3.81	0.455	4.30	0.627	2.402	S	Reject H$_o$
Budget Planning	3.91	0.574	4.11	0.581	1.169	NS	Accept H$_o$
Physical Facilities & Laboratory Development	3.95	0.435	4.07	0.625	0.815	NS	Accept H$_o$
Facilitating Change	3.95	0.475	4.06	0.412	0.814	NS	Accept H$_o$
External Relations and Networking	4.03	0.598	4.13	0.632	0.635	NS	Accept H$_o$
Communication Skills	3.99	0.655	4.26	0.747	1.514	NS	Accept H$_o$
Leadership and Governance	4.15	0.701	4.67	0.725	1.664	NS	Accept H$_o$
Monitoring and Evaluation	3.99	0.564	4.67	0.697	4.457	S	Reject H$_o$

Legend:

df =	NS - Not significant
ls = 0.05	S - Significant
cv = 1.960	

Comparing the assessments of the managers and faculty members, the data yielded results to t values of 0.134 for "Setting Directions;" 1.169 for "Budget Planning;" 0.815 for "Physical Facilities & Laboratory Development;" 0.814 for "Facilitating Change;" 0.635 for "External Relations and Networking;" 1.514 for "Communication Skills;" and 1.664 for "Leadership and Governance," respectively. These values all fell below the critical values of 1.960 at 0.05 level of significance and verbally interpreted not significant accepting the null hypothesis that there is no significant difference on the assessments of the managers and faculty on the competencies of the middle managers with regards to "Setting Directions," "Budget Planning," "Physical Facilities and Laboratory Development," "Facilitating Change," "External Relations and Networking," "Communication Skills," and "Leadership and Governance."

However, comparing their assessments on "Staff Development Program," and "Monitoring and Evaluation" yielded t values of 2.402, and 4.457 which are greater than the critical value of 1.960 at 0.05 level of significance and verbally interpreted as significant rejecting the null hypothesis that there is no significant difference on the assessments of

the managers and faculty on the competencies of the middle managers with regard to
"Staff Development Program," and "Monitoring and Evaluation."

Table 3
Faculty Performance for the Past Three (3) Years

Schools	Fiscal Year 2014-2015		Fiscal Year 2015-2016		Fiscal Year 2016-2017		Composite		Rank
	WM	VI	WM	VI	WM	VI	W	VI	
SUC 1	3.94	VS	3.66	VS	3.79	VS	3.80	VS	3
SUC 2	3.95	VS	3.36	VS	3.94	VS	3.75	VS	4
SUC 3	3.80	VS	4.46	VS	3.96	VS	4.07	VS	1
SUC 4	4.03	VS	4.02	VS	4.03	VS	4.03	VS	2
Overall Mean	3.93	VS	3.87	VS	3.93	VS	3.91	VS	

Legend:

Option	Range	Verbal Interpretation	Symbol
5	4.50 - 5.00	Outstanding	O
4	3.50 – 4.49	Very Satisfactory	VS
3	2.50 – 3.49	Satisfactory	S
2	1.50 - 2.49	Unsatisfactory	US
1	1.00 – 1.49	Poor	P

The data in the table show there were 95 or 9.84 percent faculty members who
got outstanding ratings in 2015; 670 or 69.43 percent of them got very satisfactory ratings,
190 or 19.69 percent of them got satisfactory, 9 or 0.93 percent got unsatisfactory, and
only one or 0.104 percent got poor rating.

In 2016, the performance of the faculty members improved as the number of
faculty members who got outstanding were increased from 95 to 120 or 12.04 percent
(increase of 2.20 percent), and very satisfactory from 670 to 749 or 75.13 percent (increase
of 5.70 percent), respectively, decreasing the number of faculty who got satisfactory rating
by 7.95 percent.

In 2017, the performance of the faculty members who got outstanding decreased
from 120 to 100 12.77 (decrease of 0.74 percent), and very satisfactory from 749 to 504
or 64.37 percent (10.76 percent), respectively, increasing the number of faculty with
satisfactory ratings from 117 to 16821.45 percent (Increase of 9.72 percent).

By average, for the last three years, there were 105 or 11.48 percent faculty who
got outstanding rating, 641 or 70.06 percent who got very satisfactory, 158 or 7.30 percent
who got satisfactory, 10 or 1.09 percent who are unsatisfactory and 0.67 or 0.07 percent
who are poor.

Table 4

Correlation of Managerial Competencies and Performance of Faculty

Indicators	rs	VI	t value	VI	Decision
Setting Directions	0.69	HC	2.696	S	Reject Ho
Staff Development Program	0.78	HC	3.525	S	Reject Ho
Budget Planning	0.85	VHC	4.564	S	Reject Ho
Physical Facilities & Laboratory Development	0.66	HC	2.485	S	Reject Ho
Facilitating Change	0.23	WC	0.668	NS	Accept Ho
External Relations and Networking	0.18	NC	0.518	NS	Accept Ho
Communication Skills	0.38	WC	1.162	NS	Accept Ho
Leadership and Governance	0.68	HC	2.623	S	Reject Ho
Monitoring and Evaluation	0.29	WC	0.857	NS	Accept Ho

Legend:

df =	NS – Not significant
ls = 0.05	S - Significant
cv = 1.960	

It can be gleaned from the data in the table that the managerial competencies of the middle managers have very high correlation with "Budget Planning" with obtained r value of 0.85; it has high correlation with "Setting Directions," "Staff Development Program," "Physical Facilities and Laboratory Development," and "Leadership and Governance" with computed r values of 0.69, 0.78, 0.66, and 0.68, respectively.

However, managerial competencies have weak correlation with "Facilitating Change," "Communication Skills," and "Monitoring and Evaluation;" and negligible correlation with "External Relations and Networking" having obtained r values of 0.23, 0.38, 0.29, and 0.18, respectively. Further testing on their significance resulted to t values of 2.696 for "Setting Directions," 3.525 for "Staff Development Program," 4.564 for "Budget Planning," 2.485 for "Physical Facilities & Laboratory Development," and 2.623 for "Leadership and Governance," respectively. These values exceeded the critical value of 1.860 at 0.05 percent of significant and is verbally interpreted as significant rejecting the null hypothesis that there is no significant relationship between the managerial competencies and performance of the faculty. The results clearly show that there is significant positive correlation between faculty performance and managerial competencies with regards "Setting Directions," "Staff Development Program," "Budget Planning," "Physical Facilities & Laboratory Development," and "Leadership and Governance."

This implies that these competencies do not affect the performance of the faculty members in terms of doing their job as educators.

On the assessments on the middle managers' competencies, the middle managers were found to be competent in setting directions, staff development program, budget planning, physical facilities and laboratory development, facilitating change, external relations, and networking, communication skills. They were also very competent in governance and leadership, and monitoring and evaluation. In general, they were found to be competent with a grand mean of 4.13.

On the comparison of the assessments of the managers and faculty, comparing the assessments of the managers and faculty members resulted to t values of 0.134 for "Setting Directions;" 1.169 for "Budget Planning;" 0.815 for "Physical Facilities & Laboratory Development;" 0.814 for "Facilitating Change;" 0.635 for "External Relations and Networking;" 1.514 for "Communication Skills;" and 1.664 for "Leadership and Governance," respectively. These values all fell below the critical values of 1.960 at 0.05 level of significance and is verbally interpreted as not significant thus, it is accepting the null hypothesis. However, comparing their assessments on "Staff Development Program," and "Monitoring and Evaluation" yielded t values of 2.402, and 4.457 which are greater than the critical value of 1.960 at 0.05 level of significance and can be verbally interpreted as significant rejecting the null hypothesis.

On the performance of the faculty for the last three years, majority or 70.055 percent of the faculty from selected SUCs in Metro Manila got very satisfactory ratings; 11.48 percent got outstanding ratings; 17.304 percent got satisfactory ratings, 1.093 percent got fair ratings, and 0.073 percent got poor ratings in their performance. In summary, the faculty performed very satisfactorily in the last three years.

On the correlation of the managerial competencies and faculty performance, the managerial competencies of the middle managers have very high correlation with "Budget Planning" (r value=0.85); high correlation with "Setting Directions," "Staff Development Program," "Physical Facilities and Laboratory Development," and "Leadership and Governance" (r values=0.69, 0.78, 0.66, and 0.68). However, managerial competencies have weak correlation with "Facilitating Change," "Communication Skills," and "Monitoring and Evaluation;" and negligible correlation with "External Relations and Networking" having obtained r values of 0.23, 0.38, 0.29, and 0.18, respectively.

Proposed KRA Based Executive Training Program (2020-2022)

On the proposed executive training program, based on the assessments and analysis of the results, an Executive Training Program was crafted with the following parts: Rationale, Objectives and Training Programs Matrix consisting of Key Result Areas (KRAs), Objectives, Projects/Programs, Strategies/Activities.

Rationale

Higher Education Institutions (HEI's) are continuously finding ways and means to improve the leadership and management practices of its middle managers, considering the changing demands of globalization and modernization. The focus of this KRA-Based Executive Training Program is to address key areas of middle management to enhance their competencies in aspects that need improvement. It is also geared towards the attainment of institutional ideals in middle management to comply with quality assurance requirements and processes among key leaders of the programs offered by State Colleges and Universities (SUC's) in Metro Manila.

Objectives

1. To encourage middle managers to enhance leadership competencies in respective areas that need improvement.

2. To improve work processes and take actions about work responsibility.

3. To align managerial efforts in the improvement of faculty performance by addressing corresponding needs in strategic plans.

4. To maximize available resources in addressing faculty concerns and program needs.

5. To encourage coordination and collaboration among middle managers and faculty.

6. To ensure that program outcomes are met in relation to institutional thrusts and priorities.

7. To strengthen linkages and improve relations with stakeholders thereby fulfilling the mandate of effective industry-academe partnerships.

8. To promote appropriate strategies in handling faculty and staff development in line with current trends and demands in the academe.

Training Program Matrix

Proposed Executive Training Program for Middle Managers of State Universities and Colleges (SUC's) in Metro Manila

Key Result Areas	Objectives	Projects/Programs	Strategies/Activities	Resources		Success Indicators
				Responsible Unit/Person	Budget and Fund Source	
	1. Identify and pursue multiple funding sources for the program	"FUND SCAN": Seminar - "Strategies for Multiple Funding Sources"	1. Thorough discussion and review of the processes and procedures for identifying and pursuing multiple funding sources for the program.	Financial Management Services (FMS) Director; HRD Office; Deans and Chairs	P25,000 MOOE	Participants should be able to prepare a list of sources and strategies to pursue them.
Budget/ Financial Planning	2. Effectively allocate financial resources to minimize expenditures.	"FUND PREP": Lecture- Workshop on APP/PPMP Development	1. Workshop on budgetary procedures for allocating financial resources to minimize expenditures.	FMS Director; HRD Office; Deans and Chairs	P25,000 MOOE	Participants should be able to submit a sound APP/PPMP
	2. Articulate and justify needs to funding authorities.	"FUND BOOST": Workshop on Proposal for Funding	1. Review of Proposals that received funding. 2. Setting of Criteria, Format and Requirements. 3. Submission of Proposals.	Vice President for Finance; HRD Office; Deans and Chairs	25,000 MOOE	Participants should be able to write sound funding proposals.

Key Result Areas	Objectives	Projects/Programs	Strategies/Activities	Resources		Success Indicators
				Responsible Unit/Person	Budget and Fund Source	
Staff Development Program	1. Enable managers to maximize available funds for periodic in-service and other strategic training for faculty and staff	"STAF-LIFT": Seminar-Workshop: "Designing Program Proposal for Advancement of Staff and Faculty	1. Thorough review of recommendations from Quality Assurance Team pertaining accreditation, COD/CHED criteria, ISO on the advancement and growth of staff and faculty. 2. Invite a speaker who is an authority in terms of Staff and Faculty Development Fund Maximization.	Speaker who is an authority in terms of Staff and Faculty Development Fund Maximization; HRD Office Deans and Chairs	40,000 MOOE	Participants should be able to present and submit a workable program proposal for the advancement of staff and faculty
	2. Enable managers to re-orient and re-equip faculty and staff in terms of institutional processes and policies for continuous improvement	"STAF-UP": Seminar-Workshop: "Designing Program Proposal for Faculty and Staff Reorientation on Institutional Processes.	1. Discussion of Results of IPCR, OPCR, Monitoring and Evaluation of Faculty and Staff of the institution as basis for trainings. 2. Invite a speaker who is an authority in terms of Staff and Faculty Management and government policies on institutional processes.	Speaker who is an authority in terms of Staff and Faculty Management and Policies; OVPAA, VP/ Director for Adminis- tration, HRD Office Deans and Chairs	40,000 MOOE	Participants should be able to present and submit a workable program proposal for the advancement of staff and faculty

| Key Result Areas | Objectives | Projects/Programs | Strategies/ Activities | Resources | | Success Indicators |
				Responsible Unit/Person	Budget and Fund Source	
Staff Development Program	3. Recommend faculty and staff for trainings that equip people for the use of new technology and significant innovations for the institution.	"STAF-SCOPE:" Training Needs Analysis Program on Technology Use	1. Discussion of Results of Training Needs Analysis 2. Submission of Proposed Trainings	Chief or Director of Human Resource Office; HRD Office; Deans and Chairs	P25,000 MOOE	Participants should be able to identify and recommend key areas of retraining for their faculty and staff.
Setting Directions	1. Enable prioritization to articulate the vision, mission and values of the organization during institutional strategic planning.	"TRAIL-SCHEMING:" Institutional and Sectoral Strategic Planning in Alignment to Institutional Goals	1. Discussion of conduct of Institutional and Strategic Planning with approved agenda in alignment to institutional goals. 2. Invite a key official or representative to articulate the necessity of aligning plans with institutional goals during the strategic planning.	President or representative; Vice President for Academic Affairs; Deans and Chairs	P30,000 MOOE	Participants should be able to formalize plans for their academic units that are aligned to institutional goals.

Key Result Areas	Objectives	Projects/Programs	Strategies/ Activities	Resources		Success Indicators
				Responsible Unit/Person	Budget and Fund Source	
	2. Recommend monitoring scheme to effectively oversee the progress of the implementation of institutional goals.	"TRAIL-WATCHING:" Periodic Checking of the progress of institutional plans to ensure alignment with institutional goals.	1. Periodic consultation meetings and monitoring of implementation of plans. 2. Submission of accomplishment reports.	Vice President for Academic Affairs; Deans and Chairs	P10,000 MOOE	Participants should be able to follow plans and/or modify details to ensure alignment with institutional goals.
Setting Directions	3. Encourage documentation of policies and programs implemented that are indicative of the school's adherence to its institutional goals.	"TRAIL-KEEPING:" Production of materials and evidences that would prove that implemented plans are indicative of the school's adherence to institutional goals.	1. Documentation and production of pamphlets, brochures, leaflets that would show institution's adherence to its goals. 2. Video productions that could be showcased on the website of the institution showcasing programs, projects and activities in adherence to the school's vision, mission and values.	Public Affairs Office/ Communication Management Office/Special projects Office; Deans and Chairs	P30,000 MOOE	Participants should be able to showcase media materials that would prove the school adheres to its vision, mission, and values.

Key Result Areas	Objectives	Projects/Programs	Strategies/Activities	Resources		Success Indicators
				Responsible Unit/Person	Budget and Fund Source	
Leadership and Governance	1. Recommend familiarization of middle managers in terms of current university operations and processes.	"LEADER BREAK-THROUGHS:" For Bureacratic Landscapes acquainting middle managers with the current university operations and processes."	1. Thorough review of revised and existing policies related to university operations and processes affecting academic units. 2. Forum with Vice Presidents of offices on the conduct of college/department projects. 3. Forum with Directors to clarify concerns on operations and processes in connection with college/department activities.	HRD Office; Deans and Chairs; Vice Presidents; Directors of University Offices.	P35,000 MOOE	Participants should be able to know the standard operational procedures and processes and also, which offices to coordinate with in relation to the projects and activities of their academic unit.
	2. Endorse a Leadership training program focusing on the personal qualities of a leader essential to the success of a program and/or academic unit.	"LEADER BREAK-THROUGHS: Trainers' Training in the Essentials of a Leader"	1. Leadership Training Seminar on the essentials of a Leader. 2. Teambuilding Activity, Academic Sector, involving middle managers. 3. Stress Management Lecture-Workshop for middle managers.	Vice President for Academic Affairs; HRD Office; Deans and Chairs; Leadership Trainer/ Expert from a reputable agency/ organization.	P50,000 MOOE	Participants should be able to exhibit skills that are essential to academic leaders in handling their academic units, reflected in the evalua-tion of their lea-dership perfor-mance.

Key Result Areas	Objectives	Projects/Programs	Strategies/Activities	Resources		Success Indicators
				Responsible Unit/Person	Budget and Fund Source	
Leadership and Governance	3. Retrain middle managers in the design and implementa-tion of development plan for his/ her respective academic unit.	"LEADER BREAK-THROUGHS: Ensuring Implementa-tion of Development Plan designed for academic unit."	1. Writeshop on Development of Suitable Development Plans. 2. Workshop-forum on the implementing guidelines for development plans. 3. Seminar on Hurdles encountered in implementing policies and plans for academic units.	Vice President for Academic Affairs; HRD Office; Deans and Chairs	P25,000 MOOE	Participants should be able to write suitable Develop-ment Plans for their academic units as well as present and defend this among a panel of experts.
Physical Facilities and Laboratory Development	1. Implement policies that ensure that physical infrastructures, equipment, and services complement institutional and program effectiveness.	"OPLAN-LABLIFE": Calibrating Policies for Facilities and Laboratory Management.	1. Thorough review of existing policies. 2. Recommendation for updating of policies that complement institutional effectiveness. 3. Implementation and monitoring of recommended policies.	Director Facilities and Management Office; HRD Office; Deans and Chairs.	P30,000 MOOE	Participants should be able to review, recommend, and implement policies for lab and facilities that promote program effectiveness.

Key Result Areas	Objectives	Projects/Programs	Strategies/ Activities	Resources		Success Indicators
				Responsible Unit/Person	Budget and Fund Source	
Physical Facilities and Laboratory Development	2. Monitor the use of facilities and lab, enabling changes to improve users' experience.	"OPLAN-LABLINE"; Seminar-Workshop on "Improving Users' Experience"	1. Discussion and Open Forum on Users' Guide. 2. Improvement of Users' Manual. 3. Monitoring Implemented Improvements and collection of Users' feedback forms.	Facilities Management Office Director; HRD Office; Deans and Chairs	P25,000 MOOE	Participants should be able to recommend and implement revisions and improve Users' experience.
	3. Develop ways and means to accommodate future expansion needs in response to institutional growth.	"OPLAN-LABLINK"; Campaign Program – "Expanding and Growing for Learning"	1. Seminar on requirements for preparation of facilities and equipment for expansion. 2. Establish best practices for contingency requirements on facilities and equipments. 3. Submission of proposals.	Facilities Management Office Director; HRD Office; Deans and Chairs	P30,000 MOOE	Participants should be able to develop a proposal to accommodate future expansion needs in response to institutional growth.

CONCLUSION AND RECOMMENDATIONS

Based on results and discussions, it can be concluded that middle managers are found to be competent generally; Secondly, the managers and faculty have similar assessment on the competency level of the middle managers as to the selected variables. For the last three years, majority of the faculty are very satisfactory in the performance of their jobs. Setting Directions, Staff Development Program, Budget Planning, Physical Facilities and Laboratory Development, and Leadership and Governance have significant relationship with the faculty performance while Facilitating Change, External Relations and Networking, Communication Skills, and Monitoring and Evaluation are not associated with their performance; Fifth, the proposed executive training program, being the final output of the study was based on the result of the assessment with five significant areas namely: Setting Directions, Staff Development program, Budget Planning, Physical Facilities and Laboratory Development, and Leadership and Governance. Lastly, the proposed executive training program is found to be highly suitable, highly acceptable, and highly feasible to be implemented based on the computed mean in the follow-up survey conducted among faculty and middle managers of the same SUC's as they were requested to read and examine the proposed Executive Training Program crafted by the researcher.

Based on the results of the study, it is recommended that the program be the basis for the enhancement of competencies of middle managers in terms of budget planning, physical facilities and laboratory development, facilitating change, staff development program and external relations and networking. The management of an SUC maybe encouraged to consider raising the budgetary allotment for the training of middle managers as well as staff and faculty development. The management may also try to find ways and means to address faculty performance by prioritizing their needs and welfare in terms of budget planning, setting directions, development program, physical facilities and laboratory, and leadership and governance.

Middle managers of SUCs may consider prioritizing the articulation of the vision, mission, and values of the organization in the development of their strategic plans. They are encouraged to intensify efforts in forging linkages with stakeholders and industry partners both locally and abroad. SUCs may likewise consider endorsing and utilizing the proposed executive training program for their middle managers, since there is a need for Deans and Program Chairs to level up to handle globalization and the challenge of technological change. They are responsible for leading their faculty towards improved instruction, to produce a workforce that could meet global standards and respond creatively and independently under varying conditions to the changing world.

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