ENHANCING COMPETENCIES OF STUDENT AFFAIRS AND SERVICES PRACTITIONERS IN THE PHILIPPINES

2021

The Philippine Association of Practitioners of Student Affairs and Services (PAPSAS), Inc., and The Pontifical and Royal University of Santo Tomas Center for Continuing Professional Education

PAPSAS-UST CCPED TRAINING MANUAL:
Enhancing Competencies of Student Affairs and Services Practitioners in the Philippines

PAPSAS – UST CCPED TRAINING MANUAL:
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Dear Lord, do accept these crumbs of accomplishment; someday, we may yet produce a banquet.

--The Editorial Staff

Foreword

It is an honor to be asked to provide this Foreword to the *PAPSAS-UST CCPED Training Manual,* one of the first of its kind in the Asia-Pacific region. As I founded the International Association of Student Affairs and Services (IASAS) in 2010, I was struck with the differences I found among the various countries and how they delivered student affairs and services (SAS). I was especially impressed with PAPSAS members' work. And it became one of the guiding lights, so to speak, behind the development of IASAS.

Many of you may not know that among the charter members of IASAS and early supporters of the notion of organizing globally were several practitioners coming from the Philippines (Dr. Evelyn Songco) and many others later (Dr. Bella Villanueva, Dr. Ma. Paquita D. Bonnet, etc.). Most important was a man who initially was opposed to the idea. Dr. Manuel Tejido was President of APSSA at the time (2000-2002), and I emailed him to propose the formation of a global SAS organization. Saying he was opposed to the idea would be to put it lightly! Then, I invited him to a 2010 meeting in Seattle, Washington, to begin the formation of such a group and, not only did he become convinced of the efficacy of forming a global group in SAS, he eventually became a charter member and one of our best allies and active members (and, not inconsequentially, a good personal friend). We joined many around the world in mourning Manuel's loss in 2010. Not only do I have a professional connection with the Philippines, I have an emotional one as well.

When the Philippines's Commission on Higher Education (CHED) assigned PAPSAS to develop a SAS training manual (in partnership with the University of Santo Tomas Center for Continuing Professional Education and Development), I knew it would be well done and reflective of the needs of SAS practitioners in the country. This publication will serve the country well in training new practitioners as well as those continuing in the field. Learners will discover the rich history and underlying theoretical bases for SAS work in your country. They will discover the main tenets of character formation, a central value in Filipino education at all levels and not uncommon among other countries in the Asia-Pacific region. Therefore, student discipline appears in the Manual as a critical interface between student behavior and national values.

Other subjects of importance to SAS and higher education include strategic and change management and leadership, both transformational and ethical. The publication also addresses the importance of student leadership development as a central value for the institution and the country and the role of SAS in this process. Finally, the importance of research in SAS is stressed as the knowledge base for your work with your students. Remember, you must produce your own research because your services and programs should be focused on your students, their needs and their development, not those of Oxford, Beijing, Sorbonne, Monterey, Tokyo, Cape Town, or Harvard students.

This Manual contains an impressive array of topics and will form pathways to learning for new and continuing SAS practitioners alike. I wish I had had such a practical guide as I entered the SAS field in the U.S. back in 1967.

Congratulations to Dr. Leandro A. Loyola and the entire Manual writing team for developing one of the best training publications that I have seen anywhere in the world.

All the best to my Filipino colleagues,

Roger B. Ludeman, PhD
IASAS President Emeritus
IASAS Founder (2010)
Editor-in-Chief, IASAS-DSW book on SAS

Preface

Recognizing the need for a continuing professional development (CPD) program for student affairs and services practitioners in the Philippines to address the lack of pre-service training, I conceived of a 10-module CPD program. The Catholic Educational Association of the Philippines (CEAP) – NCR, in partnership with the UST Center for Continuing Professional Education and Development (CCPED), was the first to offer the Program.

In 2017, the CCPED partnered with the Philippine Association of Administrators of Student Affairs (PAASA) and offered the CPD program for SAS practitioners nation-wide in a 7–module package. This was conducted under the auspices of the Commission on Higher Education (CHED) in 2018 and was participated in by 120 SAS practitioners from NCR, Luzon, Visayas, and Mindanao.

Upon the wise advice of the Commission on Higher Education, the Philippine Association of Practitioners of Student Affairs and Services or PAPSAS (formerly PAASA) and CCPED invited the facilitators of the PAPSAS–CCPED CPD program to be part of the team of writers to document the contents of the Program in the form of a manual. Thus, the birth of the ***PAPSAS–UST CCPED Training Manual: Enhancing Competencies of Student Affairs and Services Practitioners in the Philippines***.

The authors of this Manual are all past or current SAS practitioners. Their contribution to this Manual is founded on their rich experience as SAS practitioners as well as their readings and researches.

This Manual is a great help to newly appointed SAS practitioners and even to those who have been in the practice but have not participated much in professional development programs. It helps the SAS practitioners reflect on the theoretical foundation of SAS practice in their institution, on their personal competencies as leaders and managers in handling changes, on the need of research in SAS, and on the need for collaboration and partnership. It helps the SAS practitioners look at student discipline from the lens of restorative justice and student formation. Finally, it is a source of inspiration to see one's role in the journey of the students towards academic and life success.

It is our dream that one day, the SAS practitioners in the Philippines will confidently perform their role as partners of the academic affairs in the development of the whole person in every student, fully equipped with the 21st-century skills and ready to become what they can be in their family, in the world of work, and in the community of nations.

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Student Affairs: The Historical, Theoretical, and Management Perspectives

by

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Abstract

Module 1 deals with the historical, theoretical, and management perspectives of Student Affairs and Services (SAS) and practices, providing SAS practitioners with insights on the various dimensions of student affairs and services. The historical perspective traces the origin of SAS from the growth and development of higher education in the US and how it developed in the Philippines. It shows the role of the Commission on Higher Education and the Philippine Association of Administrators of Student Affairs (PAASA) in setting the standards of SAS in the country. The theoretical perspective presents student-centered theoretical frameworks that can serve as guides to SAS practices. These theories can undoubtedly help SAS practitioners understand the growth and development of the students. The management perspective discusses the role and functions of the SAS practitioners. The Module highlights the leadership and managerial role of the SAS practitioners in higher education and leads the users to reflect on the qualities needed for the job. Emphasizing the need for proactive and responsive SAS practices that meet the challenges of the fast-changing educational landscape in the 21st century, the legal foundation of SAS is highlighted as well in this module.

Keywords: Student Affairs and Services, Historical Foundation, Theoretical Foundation, Legal Foundation, Management

Course Intended Learning Outcomes

At the end of Module 1, the user will be able to:

1. explain competently the historical, theoretical, management foundations, and legal dimension of Student Affairs and Services;
2. write a reflective analysis of one's experiences as Student Affairs and Services practitioner;
3. present an analysis of the state of Student Affairs and Services practitioners in the country today; and
4. propose an innovative student development program for whole-person development.

Introduction

Looking at the historical, theoretical, and management foundations of Student Affairs and Services provides student affairs practitioners deeper understanding of their significant role in the development of the students and in shaping the campus culture. It is important to note that Student Affairs and Services evolve according to the needs of the students in various times and space.

Through the passing of time, it can be said that the development of students, as individuals and as groups, are not only the result of their classroom experiences. It is the outcome of the quality of experiences that they had inside and outside of the classroom.

Thus, when we speak of quality education in higher education, we are actually referring to the quality of experiences that the Higher Education Institutions (HEIs) provide to the students. We are referring to the school culture that molds the students so they can achieve academic and life success.

Every HEI has its own culture that is brought about by the interaction among its various stakeholders, namely, the administrators, teaching staff, non-teaching staff, students, alumni, and community. Older and bigger HEIs have developed a cultural heritage that defines their quality. A significant aspect of this cultural heritage is the formation of the students.

The SAS practitioners have a significant role in the student formation. This can be gleaned from the historical development of the SAS.

Student Affairs: The Historical Perspective

The Colonial American Education

The American colonial period higher education in the 17th century was greatly influenced by models of Oxford and Cambridge Universities (Schuh, Jones, & Torres, 2017). The system of education was in the form of the collegiate way, where academic, campus, and residential lives are closely intertwined. It was in this environment that the young men who would become leaders of the church and the state were prepared to take on their responsibilities.

They studied broad liberal arts with focus on religion and character formation. A classic example is Harvard University, where the preparation of young men for the ministry obtained Puritan government support. In the college way, living and learning were one whole experience.

The faculty members were engaged in teaching and formation of the students. While they were not called Student Affairs deans or coordinators, they were assigned to advise students in their campus life and residential life.

2

The Rise of American Colleges and Universities

During the 17th and 18th centuries, turning points in American higher education took place. These happenings paved the way to the formal birth of Student Affairs and Services.

1. Education became more inclusive, as African and Native Americans were allowed to enter schools (1860-1900).
2. The Morrill Land Grant Act of 1862 was signed into law, giving rise to state colleges and universities. In Land Grant colleges and universities, the focus shifted to science and technology, economic development, and environmental, cultural, and social issues (Hamrick, Evans, & Schuh, 2002).

The Emergence of Student Affairs in the US

By the turn of 20th century, the faculty got deeply involved in academics and research. They became less and less involved in student discipline and formation. Meanwhile, the inclusion of everyone, including women, in higher education gave rise to many extra-curricular activities and student groups, such as athletics, fraternities, sororities, campus newspapers, interest clubs. Students organized themselves, had their own government, and had their own code.

Since the faculty members were busy with instructions and research, there was a need to identify someone who should take care of the activities related to Student Affairs. For example, Harvard and other colleges appointed Deans of Men.

By the 1900, the services to students began to be institutionalized. The Report of the American Education Council in 1937 focused on whole-person development. In 1949, the philosophy of student affairs became an interesting discourse.

From the 1950's to the 1970's, the publications on student development theories significantly influenced Student Affairs and Services practices in the US.

The Dean of Women and the Dean of Men were appointed in HEIs in the US. They were the precursors of present-day Heads of Student Affairs. In 1989, the National Association of Student Personnel Administrators was founded (NASPA).

Emergence of SAS as a Profession

Recognizing the role of Student Affairs practitioners in the development of the students, preparing them for the job gradually became an accepted norm. Courses that would prepare them for the profession of student affairs were offered in higher education. Among the things they needed was expertise on educating the whole person, care for the students, service to the students, sense of community, equality and social justice (Long, 2012).

Competencies of Student Affairs Practitioners

Considering the multi-faceted role of the SAS practitioners, certain competencies should be developed. The challenges around them continue to evolve. With the various phenomena that have been happening since the 20th century, these challenges have continued to be complex and interrelated. In 2015, the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) identified the SAS competencies and grouped them under 10 categories (Munsch & Cortez, 2014).

1) Personal and Ethical Foundations
   These refer to one's practice of integrity in the workplace and commitment for personal growth and wellness.

2) Values, Philosophy, and History
   These refer to one's ability to relate history, philosophy, and values to one's current and future practices as all of these serve as the foundation of informed decisions.

3) Assessment, Evaluation, and Research
   These refers to one's ability to create research, evaluation, and assessment designs.

4) Law, Policy, and Governance
   These refer to one's ability to relate policy-making and processes to legal constructs.

5) Organizational and Human Resource
   These refer to one's ability to manage human, financial, and physical resources to achieve maximum results as well as to understand organizational issues, practices, and structures.

6) Leadership
   This refers to one's individual or positional ability to influence or move people in the academic community through a clear vision and direction.

7) Student Learning and Development
   These refer to one's ability to use concepts and theories of learning in the student affairs practices.

8) Social Justice and Inclusion
   These areas are both a process and goal and refer to one's sense of social responsibility and capacity to create an environment for equitable participation and distribution of resources and addressing individual and group needs in the campus community.

9) Technology
   This refers to one's ability to utilize digital tools and resources for the development of the students and the Student Affairs and Services practitioners.

10) Advising and Supporting

This refers to one's ability to advise and support individual student and student groups by way of guiding, critiquing, and giving feedback. These approaches will help individual student and student groups know themselves and achieve holistic development.

This listing of competencies is a useful guide for all Student Affairs practitioners, HEIs, policy makers, curriculum planners, and providers of continuing professional development programs since these competencies have universal application.

The Rise of Tertiary Education in the Philippines

Tertiary education in the Philippines started during the Spanish colonial period when the *Colegio de Nuestra Senora del Santisimo Rosario*, which later became known as the *Universidad de Santo Tomas*, was founded in 1611.

With the influence of the American education, residence halls/dormitories were constructed for the benefit of the students as early as the close of the 18th century. HEIs appointed Prefect of Disciplines, Deans of Women, Deans of Men, and Coordinators of Student Activities.

Setting the Standards for Student Affairs and Services in the Philippines

The CMOs of 2009 and 2013 both contain the various areas of Student Affairs and Services. An important provision is the inclusion of research in Student Affairs work. This aspect of SAS practice is important in documenting the evolution of SAS and in meaning-making of the experiences of both the students and the SAS practitioners.

CHED has defined the parameters of SAS in the country. It has categorized the Student Affairs and Services into four programs and services, namely: student welfare, student development, institutional student programs and services, and research:

***Student Welfare* (Article VII)**
- *Information and Orientation services*
- *Guidance and Counseling services*
- *Career and Job Placement services*
- *Economic Enterprise Development*
- *Student Handbook Development*

***Student Development* (Article VIII)**
- *Student activities*
- *Student organizations and activities*
- *Leadership training*
- *Student council/government*
- *Student Discipline*
- *Student publication/yearbook*

Institutional Student Programs and Services (Article IX)
- *Admission Services*
- *Scholarship and Financial Assistance*
- *Food services*
- *Health services*
- *Safety and security services*
- *Student housing and residential services*
- *Multi – faith services*
- *Foreign/International students services*
- *Services to students with special needs and personal disabilities*
- *Cultural and arts programs*
- *Sports development programs*
- *Social and community involvement programs*
- *Other related programs and services*

Research on Student Affairs and Services (Article X)
- *HEIs should encourage research on student affairs and services programs.*
- *Research results and outputs should be disseminated and utilized.*

Student Affairs in the Philippines in the 21st Century

At the turn of the 21st century, the higher education institutions worldwide felt the complex and interrelated impact of globalization. Internationalization of higher education, student mobility, digital distance learning, changing student demographics, student diversity, and changing family structures were among the challenges and opportunities of higher education. The knowledge – driven economy requires new skills and competencies from the graduates. HEIs need to prepare their graduates for citizenship in the borderless world. "Think global, act local" became a popular tagline.

In 2012, the CHED issued CMO 64, s. 2012 entitled Policy Standards to Enhance Quality Assurance in Philippine Higher Education Through an Outcomes–based and Typology–based QA.

The ASEAN Integration impelled the Philippine government to pass the law on Enhanced Basic Education Act of 2013 or the K-12 Act.

Convening Student Affairs and Services Practitioners in the Philippines

To address the concerns of Student Affairs and Services, the heads of Student Affairs in the University Belt (U-Belt) convened and consequently organized the Association of Deans and Directors of Student Affairs (ADSA) in 1992. It lasted until 1994.

To be more inclusive, the ADSA changed its name to Philippine Association of Administrators of Student Affairs (PAASA, Inc.) in 1995. It conducted conferences and continuing development programs for the SAS practitioners in the country. It actively represented the interest of the SAS

practice in the Commission on Higher Education (CHED). The first CHED Memorandum that sets the standards for Student Affairs and Services in higher education was issued in 2006. To the SAS practitioners, this Memorandum was significant because it defined the parameters and functions of the SAS in higher education. In 2013, the said Memorandum was superseded by CHED Memorandum 9, s 2013 on Enhanced Policies and Guidelines on Student Affairs and Services. Both the 2006 and 2013 CHED Memoranda identified and categorized the programs under the Student Affairs and Services. The PAASA took an active role in the crafting of both memoranda.

As the educational landscape in the country continued to evolve, the PAASA officers and members saw the need to be more inclusive. It decided to open the membership of the Association to all the staff of Student Affairs and Services. Thus, in the PAASA General Assembly of 2016, it changed its name to Philippine Association of Practitioners of Student Affairs and Services, Inc. (PAPSAS, Inc.).

The journey of the Association from ADSA to PAASA, Inc. and now PAPSAS, Inc., has produced a roster of Presidents who brought the Association to where it is now:

Abe Belgica, PhD, *Technological University of the Philippines* (1995-2000)
Claire Manalo, PhD, *Centro Escolar University* (2000-2002)
Adelaida C. Fronda, EdD, *Far Eastern University* (2002-2008)
Marilou Asturias, EdD, *Rizal Technological University* (2008-2009)
Adelaida C. Fronda, EdD, *Far Eastern University* (2009-2010)
Maria Paquita D. Bonnet, PhD, *De La Salle University* (2010-2015)
Evelyn A. Songco, PhD, *University of Santo Tomas* (2015-2016)
Carlito B. Olaer, PhD, *Centro Escolar University* (2016-2019)
Leandro A. Loyola, PhD, *De La Salle University* (2019-present)

There have been other groups of SAS practitioners in the country engaged in the continuing development of SAS. The Catholic Educational Association of the Philippines-National Capital Region Student Affairs Committee (CEAP-NCR SAC) has been actively conducting capability building seminars and workshops for their member schools. The Institute of Student Affairs (ISA), an extension Program of the Asia Pacific Student Services Association (APSSA) in the Philippines officially known as APSSA–ISA, offers training to SAS practitioners in the country in partnership with PAPSAS, Inc.

To define the directions of each of these associations, a conversation among them brought about the conception of the Philippine Network of Student Affairs (PNSA) that aimed to:
  • Establish collaboration among the organizations related to student affairs;
  • Identify the thrust of each organization; and
  • Spell out the contribution of each organization to the development of Student Affairs and Services in the country.

The PNSA was an attempt to establish a formal collaboration among the Student Affairs and Services associations, but it did not come to fruition. Despite this, all the mentioned associations

exist in harmony with one another and consciously conduct their activities in the spirit of the PNSA.

CEAP-NCR SAC continues to conduct capability-building programs through learning sessions in NCR. It organizes activities that promote the advocacy of CEAP and deepen the Catholic character of SAS practitioners in Catholic schools in the region.

In 2004, the CEAP-NCR SAC conducted a Certificate Program for Student Affairs in partnership with UST Center for Continuing Professional Education and Development (UST CCPED). In 2018, the said Program was adopted by PAPSAS, Inc.

APSSA–ISA has continued its partnership with PAPSAS and is expected to enhance the research capability-building of the SAS practitioners in the country.

SAS practitioners in the country continue to be relevant by responding and redefining themselves. As a national association and as the official professional association recognized by the CHED, PAPSAS leads the way for all the SAS practitioners in the country. In 2018, it offered an intervention program in partnership with the University of Santo Tomas Center for Continuing Professional Education and Development. The said intervention program addressed the training needs of the SAS practitioners in the country. Funded by the CHED, the program produced 120 SAS Specialists who are expected to continuously reinvent SAS according to the needs of the times.

Today, the PAPSAS leads SAS practitioners in responding to the changing landscape of higher education and in redefining the role of the SAS in the country, which can be summarized as follows:

1. Responding to the environmental challenges
   The challenges of globalization and knowledge–driven economy are interrelated. The world coming together as one brings about new patterns that include among others new standards and new competencies.

   a. *New standards*

   Quality assurance frameworks governing the HEIs move them to constantly review and renew their goals, vision, and practices. They are expected to align their goals with the sustainable development goals so that their graduates will possess attributes that will enable them to succeed in the 21st century.

   SAS practitioners should consciously provide the students with the knowledge, skills, values, and attitudes that will help them achieve academic and life success through relevant activities and services they offer. A case in point is the rise of transnational education that is strongly propelled by technological advancement. This phenomenon in higher education increases student diversity, thus requiring deeper cultural competence from the SAS practitioners and faculty.

b. *Technological advancement and social media*

Students are generally in the social media. For many of them, they have a virtual world. They have virtual friends. They have virtual competitors in virtual games. They have virtual organizations. They buy from virtual stores. And for some, they have a virtual home. How can the SAS practitioners join the virtual journey of their students?

2. Redefining the role of SAS practitioners in the 21st century

The student experiences in campus have only two components, namely: in-classroom and off-classroom experiences. This means that their engagement is either academic or non-academic. Traditionally, there is a divide between the academic and the non-academic. Today, researches have shown that both academic and non-academic engagements of the students are all learning opportunities and that they complement each other.

Contrary to the traditional paradigm of division and fragmentation of student experiences is the creation of a seamless learning environment where all the experiences of the students indicate the quality of education they receive from the institution. The off-classroom experiences of the students allow them to experience the prevalence of voluntarism. They have many opportunities to develop individual and group values. Their character formation is enhanced by the campus culture.

With the implementation of the outcomes-based learning that emphasizes transformative learning, active learning, experiential learning, and service learning, the SAS practitioners with the help of PAPSAS, redefine their role in their institution.

PAPSAS Today

Preserving the legacy of the past and ever ready to meet the challenges of the future, the PAPSAS continues to hold its National Conventions (NCs), Interactive Youth Forums (IYFs), and Professional Development Programs (PDPs). It seeks to be strong in research and publication.

a. Roadmap for SAS Practitioners

1. Encouraging more research in Student Affairs and Services
2. Strengthening of publications in Student Affairs and Services through the Asia Pacific Journal for Student Affairs (APJSA)
3. Institutionalizing the partnership between academics and student affairs
4. Creating a system of certification for Student Affairs and Services practitioners before appointment as Head of Student Affairs in an HEI

Student Affairs: The Theoretical Perspective

SAS practices are founded on the family of theories that developed through the 20ᵗʰ century. These theories help make sense of the observed behavior of the students. Theories that can help SAS practitioners are taken up here.

1. Arthur W. Chickering: Identity Theory

   Chickering's theory on Identity describes the phases that the students go through to establish their identity:
   > a. Developing competence
   > b. Managing emotions
   > c. Moving through autonomy towards interdependence
   > d. Developing mature interpersonal relationships
   > e. Establishing identity
   > f. Developing purpose
   > g. Developing integrity

2. William G. Perry: Forms of Intellectual and Ethical Development in College Years

   In 1970, Perry came up with Forms of Intellectual and Ethical Development in College Years. This assertion includes a paradigm of the state of mental and moral development of the students. He asserted the following stages of student development.

   a. Dualism: At this stage, Perry believes that the students give high importance on authorities. Authorities know best. So, they follow what the authorities say.

   b. Multiplicity: At this stage, the students think that authorities are right. However, they also entertain the idea that others may be right as well.

   c. Relativism: This is the stage where the individuals believe that the students are working on some uncertainties and that it actually depends on the context of the matter.

   d. Commitment: The final stage is when the students believe in their own values and at the same time respect others.

3. Laurence Kohlberg: Theory of Moral Development

   Kohlberg created a framework to explain the moral development of the individual. He asserted that there are three stages in the moral development of the person, namely: Pre-conventional, Conventional, and Post-conventional.

Level 1 - Pre-Conventional Morality

At this stage, the person's attitude is highly governed by fear of the authority and individual benefit. The person obeys because he/she wants to avoid punishment. He/she extends favor in terms of what can be received in return. Favor given receives an exchange.

Stage 1   Obedience and punishment
Stage 2   Individualism and exchange

Level 2 - Conventional Morality

This stage is when the person's behavior is governed by the desire to maintain harmonious relationship with others. The person behaves according to the social norm without question, according to what is acceptable to others in order to maintain the good social relationship.

Stage 3   Good interpersonal relationship
Stage 4   Maintains social order

Level 3 – Post-Conventional

At this point in one's life, the person acts according to his own beliefs and convictions; according to the universal principles.

Stage 5   Social contact and individual rights
Stage 6   Universal principles

4. Daniel Goleman, et al.: Emotional intelligence

In 2002, Daniel Goleman, Richard Boyatzis, and Annie Mckee published the book *Primal Leadership*: *Realizing the Power of Emotional Intelligence.* They created a paradigm for developing one's emotional intelligence that is manifested by one's leadership competencies. They categorized the competencies into four interrelated categories: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

a. Self-Awareness
   Self-Awareness is characterized by emotional self-awareness, accurate self – assessment, and confidence. One accepts his/her strengths and weaknesses; accepts his/her feelings; honestly sees himself/herself on the basis of the feedback from others and one's self-analysis; and eventually acquires self-confidence.

b. Self-Management
   When one develops self-awareness, he/she is able to manage himself/herself. Self-management is characterized by self-control, initiative, transparency, optimism, adaptability, and achievement.

   c. Social Awareness
     When one is able to manage himself/herself, then there is readiness to look outside of the self. He/she can empathize. He/she has organizational awareness and becomes readily willing to serve.

   d. Relationship Management
     Social awareness enables one to manage relationships with others. He/she can inspire, influence, develop others; become a change catalyst; manage conflict; can initiate teamwork and collaboration.

The concept of whole person development is widely accepted and applied by the student affairs and services practitioners. This paradigm integrates all the theories that separately deal with the cognitive, psycho–social, and moral aspects of human development. It is the foundation of the holistic development programs in basic and tertiary education. It provides for the complementation of the in–classroom and off–classroom engagement of the students that facilitate their seamless learning.

The whole person development paradigm recognizes the need to provide the learners with opportunities for:

1. Cognitive development

    This is achieved through the theories learned in the classroom as well as the practical experiences of the students in their campus engagement. Student–initiated activities such as seminars, workshops, leadership trainings, boot camps, and other similar activities provide cognitive development.

2. Psycho–social development

    This is greatly achieved through the experiential learning of the students in a continuum of student activities provided by student organizations and student affairs practitioners. These activities help the students develop mental health, leadership skills, social skills, decision–making skills, and sense of belongingness. These enhance their self-identity, self-confidence, self–expression, and personality.

3. Moral development

    The off–classroom experiences of the students provide them with opportunities for moral growth. Their campus engagement provides them decision–making opportunities that include choices to be good or to be bad: to be honest or dishonest, to be obedient or disobedient, to promote peace or to promote disorder, to be just or unjust, to care or not care, etc.

4. Spiritual development

   For most HEIs in the Philippines, there are opportunities for spiritual development in campus especially among the sectarian HEIs and even in some of the non-sectarian ones. These HEIs have worship places, worship services, and campus ministry or faith centers available.

Integrating the theories on human development in SAS practice enables the SAS practitioners to create more meaningful programs.

Student Affairs: The Management Perspective

Among the multi-faceted roles of the SAS practitioners is being a manager. They plan, organize, direct, control, and evaluate the acquisition, allocation, and utilization of all the resources within their jurisdiction in order to achieve the institutional mission and vision. The SAS practitioners do not just manage. They lead and form people.

1. Planning

   Planning is making a decision in anticipation of the future. Planning has two levels: strategic and operational. The top management performs the strategic planning. The middle management does the operational plan. Considering the varying structures of the HEIs, the SAS practitioner has a significant role in the planning process. If the SAS practitioner is a Vice President, he/she participates in the strategic planning. If the position is Director, Dean, Associate Dean, Coordinator, he/she leads the operational planning process.

   Strategic planning involves a series of activities:

   a. Environmental Scanning

      To be able to plan for the future, one has to understand the current situation. It is a good practice to know the ongoing economic, political, social, technological, and cultural developments before coming up with a road map of the future. This is called environmental scanning. Scanning the environment will help the SAS practitioner see the strengths and weaknesses as well as the threats and opportunities that the SAS face in the context of their present settings.

   b. Visioning

      After knowing the current environment, the SAS practitioner engages in visioning. He/She, together with the others, looks into the future and ask the following questions:

      - Where are we?
      - Where do we want to go?
      - How do we go there?

Right vision attracts commitment and energizes people.
Right vision creates meaning in people's lives.
Right vision establishes a standard of excellence
Right vision bridges the present to the future.

<div align="right">

--Nanus (1992)

</div>

Our vision is our unifying concept.
      It represents our ethical standards, values and beliefs.

> If you want to build a ship, don't gather your people and ask them to provide wood, prepare tools, assign task. Call them together and raise in their minds the longing for an endless sea.
>
> *--Antoine de Saint-Exupery*

c. Conceptualizing

The generation of a bright idea that will seal the future of the student affairs and services requires individual and group reflection. It is best if reflection is grounded on evidence-based conclusions. Data may be obtained by exploring researches that were done in past, by conducting surveys among the stakeholders, or reviewing the result of environmental scanning. These help reflection toward a conceptual framework.

Conceptualizing may be shared with one or two or more members of the team.

d. Engaging people

Strategic planning requires engaging people in strategic conversations about the vision and the plan to achieve the vision. Feedback, suggestions, insights may be gathered through informal conversations with colleagues and with the members of the team. It can validate one's perceptions and ideas. It can help one reflect further on the plan. Strategic conversations will give members of the team a sense of ownership and a sense of belongingness.

e. Communicating

Here, the ones crafting the plan formally communicate the plan and disseminate it to the community.

Operational planning

Operational plans are based on the institutional strategic plan. The various departments, including the office of the SAS, will plan according to the vision of the institution.

2. Organizing

The SAS practitioners organize the resources of the office according to the mission and vision of the office that is aligned with the institutional mission and vision. These resources include human resources, material resources, technological resources, educational

resources, and community resources. Organizing these resources effectively enhances student learning off the classroom.

In organizing, systems thinking can be a very good framework. This means that the SAS practitioner recognizes the various components of the SAS – political, social, economic, cultural, and technological. These components are interrelated. A change in one affects all the others.

A case in point is organizing the human resources. Human resources are the students and the administrative staff. The SAS practitioners ensure that the right person is given the right assignment in the office, that the person is well-oriented, and that the person receives training and development. Scholars and student leaders play important roles. Even as they initiate, their own programs and projects, they can serve as volunteers for the programs initiated by the OSA.

The political convictions of the students significantly affect their response to the programs of the OSA. The financial support given to the OSA by the Finance Officer dictates how far OSA can go in terms of their staff and student development programs. The interaction between the student leaders, the scholars, and the other students help shape the campus culture. In today's world, technology is a strong tool in organizing people and in reaching out to the students.

While there are other organizing conceptual frameworks that can be applied in the SAS, systems thinking as a holistic approach may be most effective.

3. Directing

In directing, SAS practitioners lead the way. Together with their team, they identify their priority agenda and direct all the engagements of the office. It is a sound practice to identify evidence-based priority agenda. Doing action research can help SAS practitioners come up with evidence-based decisions, programs, and projects.

They consciously create an environment that enhances student learning through policies governing the student organizations, student activities, student behavior, student services, and all other student-related affairs.

While directing is a management function, performance of it requires leadership competencies. Some SAS practitioners believe that they have leadership competencies; others believe they can still hone their leadership competencies. In this light, it is best for SAS practitioners to engage in reading literatures on leadership. There are abundant literatures that describe what leadership is as well as the various leadership principles and models of leadership. From these readings, one can get tips on how to motivate, influence, inspire, and empower.

4. Controlling

   Controlling, like the other terms used in the Module, is borrowed from the business parlance. Controlling is setting the performance standards and comparing performance on the basis of the set standards.

   These performance standards are identified at the planning stage expressed clearly in the operational plan that is based on the strategic plan. These are based on the Key Result Areas (KRAs), Key Performance Indicators (KPIs), and Targets. Thus, the performance of the SAS Team can be easily measured. The process of controlling shows how much the SAS team has performed in relation to their set standards.

5. Evaluating

   The programs, projects, or activities implemented by the SAS practitioners constitute the hidden curriculum. As such, these programs contribute to the total development of the students and the evaluation models that apply to the written curriculum may be used in evaluating them. The following models of evaluation are used in evaluating the academic curriculum and may be applied by the SAS practitioners.

   1. Stufflebeam's Context, Input, Process, and Product (CIPP) Evaluation Model

      Daniel Stufflebeam's CIPP evaluates the program by way of gathering data on its strength and weaknesses. It assesses the component of the program.

      a. Input

         The SAS practitioner considers the factors that went into the planning of the program, such as the objectives, the material and human resources, the content, and the time frame.

      b. Process

         The SAS practitioner looks at the implementation of the program.

      c. Product

         The SAS practitioner analyzes the result of the program, such as how it affected the participants of the program, how the student organization benefitted from the program, etc.

   2. Kirkpatrick's 4-Step Framework Model

      Donald Kilpartick asserts the following levels of program evaluation:

a. Reaction

This first level of evaluation assesses the reaction of the participants to the program. The reaction may be positive or negative. It may be in the form of acceptance or rejection, or a warm attitude or cold attitude.

b. Learning

This second level of evaluation assesses the learning derived by the participants from the program. The SAS practitioner can explore the learning obtained by the organization leaders, the members, and the non–members who participated in the program.

c. Behavior

The third level of evaluation looks into the change in behavior of the participants. Their behavior change is expected to be positively contributing to their acquisition of knowledge, enhancement of their values and attitude formation, and development of their psycho-social skills.

d. Result

The fourth level of evaluation assesses the individual and group benefit from the program. The SAS practitioner observes how the participation of the students in the program benefited them as leaders and as members. Did the leaders translate their learning into improvement in their organization? Did the program deepen the engagement of the members of the organization?

3. Spady's Outcome–Based Evaluation Model

Outcomes of the Program are always guided by the aims and objectives of the program. With the introduction of William Spady's outcomes-based education in the country's educational system, the SAS practitioner should look at seriously at the outcomes-based evaluation model.

The program begins with an end in mind. Thus, the SAS practitioners consider first what outcome they want to see. Is it contribution to the students' acquisition of knowledge? Is it contribution to the students' life success? Or is it both? A careful contemplation on the outcome/s of the program is required to achieve maximum results.

The assessment and evaluation of the success of the program absolutely depends on the expressed outcome of the program.

These models require effective use of evaluation tools, such as survey instrument, interview protocols, checklist, focus group discussion (FGD) guide, and other instruments.

Conclusion

From the historical perspective, the practice of Student Affairs and Services has significantly evolved throughout the centuries. In the Philippines today, the SAS practitioners are reorganizing, renewing, and redefining their role to be able to contribute to the development of the students' life skills necessary for life success in the 21st century.

From the theoretical perspective, SAS practices are founded on the various theories that have emerged from various researches. These theories help SAS practitioners understand more cognitive, psychological, social, moral, ethical developments of the students. Thus, they can create programs, projects, and activities that are student-centered and can greatly enhance student's growth and development.

From the management perspective, the SAS practitioners can effectively help in achieving the institutional mission and vision though sound management practices. Together with their team, they can plan, direct the operations of the OSA; control, and evaluate the programs, projects, and activities to enhance student learning.

Learning Tasks

Understanding the following leadership theories can enhance the competencies of the SAS practitioners. Read the theories in the left column and make a mapping of the programs, projects, and activities of your office.

Leadership Theory	SAS practices
1. Trait theory by Charles Bird	
2. Participative leadership by Kurt Lewin	
3. Transactional leadership theory by Max Weber	
4. Transformational leadership by James McGregor Burn	

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Student Campus Life: Bedrock of Character Formation

by

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Abstract

Module 2 provides the SAS practitioners insights on the influence of campus life on the metamorphosis of students. It emphasizes the importance of the development of the students in a learning environment that is seamless – an environment where their classroom and off-classroom engagement are integrated into one whole experience that leads to academic and life success. A seamless learning environment can only be achieved through partnership and collaboration between academics and student affairs. As such, Module 2 gives suggestions on how the partnership can be done. The role of the SAS practitioner as a facilitator of learning, as a character builder, and as an advocate of student-centeredness is given emphasis. This allows the readers to reflect on their role in the campus life of the students.

Keywords: *life success; seamless learning; student affairs practitioners; student campus life; transformative education*

Course Intended Learning Outcomes

At the end of Module 2, the reader will be able to:

1. present an analytical discourse on whole person development in the light of seamless learning;
2. make a creative proposal and model of seamless learning environment in higher education that develop the students' competencies and character for lifelong learning and life success;
3. foster partnership and collaboration with the academics sector of the institution; and
4. define one's role as a facilitator of character building and learning for life success.

Introduction

Education comes from the Latin word "educere" or "educare" that means to bring out or to draw out. Quality education is what everyone wants to obtain. The state invests a large budget to provide young men and women access to quality education. Parents willingly spend money to send their children to private higher education institutions. All these investments are meant to obtain quality education that is considered as an enabling factor to achieve life success.

Traditionally, quality education is perceived to be the result of the students' classroom experiences. Thus, a student who obtained high marks is presumed to have achieved quality education and is expected to achieve life success.

Researches have shown, however, that classroom experiences are not enough to "draw out" all the potentials or gifts of the students. They are not adequate in leading the students to discover their gifts and develop as a whole person in terms of mental, social, political, and spiritual growth. Quality education is essentially a rich student campus life inside and outside the classroom. Inside the classroom, the students develop their mental skills. They learn the arts and science of their chosen field of study. Outside the classroom, they engage in meaningful activities that complement their classroom development. They have greater opportunities for social interaction, for leadership development, and for spiritual and moral growth. Off-classroom activities give them real-life experiences. These opportunities help them achieve holistic development that shapes their character as persons, as graduates, and as professionals who are citizens of their country and of the world.

Purpose of Education

If education comes from the Latin word "educere" that means "to draw out" or "to lead," then education is essentially a process. It is a process of drawing out, of developing the potentials of the students. The next question is the end of the process. Why do we develop the potentials of the students? For whom do we develop the potentials of the students?

Common threads that bind philosophers of education from the ancient times to the modern times are:

1. Education for holistic development

    Education includes the development of the mind, the body, and the soul. It is the process of developing of whole person.

    Plato, Socrates, and Aristotle asserted the holistic development of the person as they emphasized the development of the intellectual faculties, the body, and virtues. A virtuous person is a great contribution of education to the state.

Experience is key to education. Aristotle believed in exposing the young to the practical dimension of education—that is, learning by doing. John Amos Comenius, the Father of Modern Education, stressed the holistic development of the students through experiential learning. John Dewey, for his part, believed that students come to school to socialize; to learn by interacting with their environment.

Learning is derived from the written curriculum and the hidden curriculum. Teachers facilitate the learning of the written curriculum in the classroom. The students learn the hidden curriculum through their campus life, which includes their interactions with the administrators, faculty members, and staff outside the classroom, their extra-curricular activities, their membership in student organizations, their community engagement, and volunteer work. All these experiences provide them learning opportunities for their holistic development, which prepares them for life success (Kahn, 2000).

2. Education for the self and others

All throughout the centuries, the social dimension of education has been emphasized. In the ancient times, Plato and Aristotle asserted that education should produce men of virtues. Virtue is the life principle of the state. Thus, a virtuous man is a good citizen of the state. The colonial American education aimed at producing gentlemen who will lead the church and the community. In recent times, the International Commission on Education in the 21st Century stated the four fundamental pillars of education, namely: learning to know, learning to do, learning to be, and learning to live together.

> *"Children come to school to do things and live in a community. This gives them real, guided experiences that prepare them to contribute to society."*
>
> *John Dewey*

All these mean that education develops the whole person. It equips the students with the needed competencies to achieve life success. However, life success is not directed only to the self. It is directed to others and the society. It is directed toward good citizenship that means service to the community and the state.

Hidden curriculum is embedded in student campus life. The unique culture of the HEI largely influences the development of the character of the graduates. The celebrations, the practices, the written policies, and the traditions constitute the culture that shapes the character of the graduates. Amidst all these experiences, the students learn to live with others, live for others, and make decisions for the common good as they become aware of themselves and learn how to understand and manage their relationships with others.

There has to be a conscious effort on the part of the academics in the classroom and the student affairs and services off the classroom to create a learning environment that is rooted on the culture of the HEI that spells the general character of graduates of the institution. Descriptions such as God-fearing, 21st-century competent, nationalistic, and servant leaders are examples of characteristics that HEIs aim to develop among their graduates as

expressed in their mission statements. These descriptions are not directed to the self. These are directed to others, but the students have to develop themselves to serve others.

3. Education for life success in the 21st century

The 21st century is a fast-changing world. Alvin Toffler, author of "Future Shock," predicted that there will be too many changes in too short a time. Indeed, fast advancement in technology brings about quick changes. There is fast production of new models of almost everything – new models of cell phones, new models of laptop, new models of cars, new models of stereos and televisions, new styles, and so on. There is much explosion of knowledge. Information is literally at the fingertips of the students. What they need to know is how to manage knowledge and information that they get from the environment.

Given the knowledge-driven environment and the challenges of the 21st century, how can graduates of HEIs achieve life success?

HEIs have been emphasizing the need to develop among the students the 21st century competencies. At the top of these competencies are:

1. Critical thinking

   This refers to one's ability to investigate, analyze, compare, contrast, and draw patterns of thinking and behavior from among the information gathered and observed.

2. Creativity

   This refers to one's ability to organize ideas into meaningful whole, introduce innovations, and make sense of what has been observed.

3. Communication

   This refers to one's ability to translate into words and actions what is in the mind.

4. Collaboration

   This refers to one's ability to establish connections with individuals, groups, or networks of people with whom one can work for a common purpose.

5. Continuous learning

   This refers to one's attitude for continuous lifelong learning.

21st-century skills are important to prepare the students for life success. These skills require the integration of both cognitive and affective development of the students. This cannot be fully achieved in the classroom walls alone. It can be fully achieved when the students successfully interact with their environment (Dunkle, 2017; Evans, 2013; Mijares, 1999; Pineda-Baez, 2014; Roper, 2016).

Outcome–Based Learning in Philippine HEIs

To develop the 21st-century skills, the Commission on Higher Education issued CHED Memorandum No. 46 s. 2012 entitled Policy Standards to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based Quality Assurance instructing HEIs to use Outcomes-Based Education (OBE). This began the review and revisions of curriculum designs and instructions shifting from input-based to outcomes-based learning in all the HEIs in the country. This was done in the context of the ASEAN 2015, the Region's version of the Bologna Accord of Europe.

OBE in a Seamless Learning Environment

William Spady, the Father of Outcome-Based Education, asserts that OBE focuses on defining, pursuing, and assuring meaningful outcomes for all the students at a high level of success. According to Spady, OBE has the following principles:

1. Clarity of focus

   This answers the question, "What competencies do the students demonstrate in the end?"

2. Expanded opportunity

   This answers the question, "In what spaces do students develop their competencies?"

3. High Expectation

   This answers the question, "What performance standard should the students achieve?"

4. Design down

   This answers the question, "Where do facilitators of OBE begin?"

OBE is a process of transformative learning, which Spady calls "Transformative OBE." Literature describes transformative learning as a shift in paradigm. The mind embraces new concepts and replaces the old ones through various learning experiences. As OBE speaks of expanded opportunities for learning, students learn by continuous construction and reconstruction of knowledge based on their experiences inside and outside the classroom. In this sense, learning happens in a seamless environment where the students are continuously engaged in learning.

Traditionally, HEIs think of learning to be happening in divided environments: the classroom environment and the campus environment. The classroom environment provides for the academic development of the students that has been traditionally viewed as the most important output of learning. The other is the campus environment where the extra-curricular engagements of the students happen, and this is traditionally viewed as least important.

Many researches have shown that student engagements off the classroom are also important in their holistic development. Some researches claim that their involvement in extra-curricular activities helps them develop a sense of belongingness and a strong affiliation with the institution. This has a positive effect on their academic performance and completion of their chosen program of studies.

This Module integrates a seamless learning environment or space with transformative OBE since the latter happens in a wide space of expanded opportunities.

A seamless learning environment or space is taken not only in the context of learning management system, where learning happens anywhere and anytime. The seamless learning environment here is taken in the context of integrating the academic and the non-academic student experiences where there is simultaneous development of the IQ and the EQ: where the students exercise decision-making in the midst of a wide array of student activities and where group and values development meet with theories and principles.

Outcome-Based Learning and the Role of the SAS practitioners

Outcomes-Based Learning will effectively happen with the shift of learning paradigm from Jurisdictional spaces to seamless spaces. The distinction below can help SAS practitioners reflect on seamless learning.

Learning in jurisdictional spaces	Learning in seamless spaces
Disconnection of theory and practice	Strong connection between theory and practice
Division defines spaces of learning	Borderless spaces of learning
Compartmentalization of knowledge and skills	Integration of knowledge and skills
Fragmented learning experiences	One whole experience

The skills developed in the classroom are also the same skills that are developed off the classroom under different atmosphere of learning. The examples that follow show how this happens:

Activities in the classroom	Activities off the classroom	Skills developed
Discuss the content of the lesson	Discuss programs	Communication skills
Group discussion on a case study on how to address a community health concern	Group discussion of a strategy to address the community health concern of the partner community	Communication skills
Reporting an assignment	Reporting the achievement of the committee	Discussion/ presentation skills
Listening to the lecture of the professor	Listening to the opinion of a co-officer/member	Listening skills
Analyzing the strength and weaknesses of a program using case study	Analyzing the strength and weaknesses of their organization's program	Higher mental skills
Interacting with teachers and classmate	Interacting with different kinds of people: teacher, students, maintenance, administrators, etc.	Social skills

There is really no reason for the tug-of-war between academics and non-academics. Students' active engagement in both kinds of activities is really integrated in nature. Cognitive, affective, and psychomotor developments are integrated with one another, for they constitute the holistic development of the students.

SAS Partnership and Collaboration with Academic Affairs

SAS practitioners play an important role in creating a seamless learning environment or space where transformative OBE can take place. They can forge partnerships with the academic affairs to create a seamless space for integrated student learning.

They can train organization advisers and student leaders how to collaborate and enhance student learning. Academic organizations, such as the Hotel and Restaurant Management Student Association, Junior Pharmaceutical Association, Philippine Association of Nutritionists can easily

forge this partnership with the academic departments. Interest groups can design creative strategies for collaboration. The Red Cross Youth Council can partner with the Science Department or the National Service Training Program; the Catholic Youth Action with the Theology Department; the Drama guild with the Literature and Language Department.

This partnership will create a seamless learning environment and enhance student engagement in learning. Below are examples of this collaboration.

Partnership Between Academic Department and Student Organization

Sample 1

Program: BA Political Science

Course	Student organization
Introduction to Political Science	Political Science Forum
Collaborator	**Collaborator**
Political Science faculty member	Organization Adviser & student leader
Program intended learning outcome:	**Organization's mission**
A competent and committed political scientist	Create opportunities for members to become competent and committed political scientists
Course intended outcome	**Project/ Program general objective**
A well-informed citizen whose community involvement is grounded on political theories and the constitution	To enhance the community involvement of the political science students grounded on political theories and the constitution
Objectives At the end of the lesson the students will advocate human rights	**Objective of the Activity: Seminar on human Rights among the marginalized in the Philippines** To promote the human rights of the marginalized children, women, fisher folks, and farmers

Sample 2

Program: Bachelor of Science in Education

Course	Student organization
Foundation of Education	Educators' Guild
Collaborator	**Collaborator**
Faculty Member	Organization Adviser
Program intended learning outcome	**Organization's mission**
A culturally competent and knowledgeable teacher	Foster an enriched learning environment for the future teachers
Course intended learning outcome	**Project/ Program general objective**
A teacher who is open to cultural differences	Promote cultural understanding
Objective	**Objective of the activity**
At the end of the lesson, the students will show cultural understanding and openness	To promote appreciation of the Muslim culture and heritage

UST COMELEC Aktiboto: Model of partnership between academics and non-academics

The following the benefits can be derived from the partnership and collaboration between the academic departments and the student organizations.

1. Everyone becomes conscious of their role in the development of the whole person.
2. The energies of the student organizations are systematically oriented.
3. The students see immediately the relevance of their classroom learning in the context of real-life situations.
4. The student organizations will see their responsibility in reinforcing learning.

The SAS Practitioners: Beyond Borders

As Facilitator of Learning Outside the Classroom
The person of the SAS practitioners is vital to the role they in the character formation of the students, especially the student leaders. They are the facilitators of learning outside the classroom. As such, they work closely with the students in addressing the students' needs and concerns. SAS practitioners guide students in their campus engagement.

Outside the classroom, there is a wide spectrum of learning spaces for the students. They interact with various people in the environment – in the campus park, in the auditorium, lecture halls, plazas, poor communities, mountain, seas, just to name a few. These activities happen during the hours and days that they are not in the class. They are exposed to institution-initiated celebrations, rituals, ceremonies, and other activities that are indicators of the beliefs, values, and school culture. Student organizations are usually the partners of the OSA in these activities. Whether the activity is initiated by the student organizations or by the institution, the SAS practitioners are expected to help ensure its effective implementation and success.

As SAS practitioners facilitate learning outside the classroom, they are guided not by a program or course plan but by school rules and regulations that are contained in the student handbook. Thus, they need to know by heart the mission, vision, and culture of the institution to effectively help student leaders reflect on their programs, projects, and activities. They need a lot of common sense and grit to make prudent decisions.

The SAS practitioners may consider the following questions to help student leaders reflect on their proposed program or project:

1. What do you want to achieve through this activity?
2. How much time and resources will you allocate for the preparation of the project?
3. Who will benefit from the project?
4. How many will benefit from the project?
5. How will you measure the success of your project?

In this light, the SAS practitioners go beyond office hours when necessary, ensuring the efficient and safe conduct of student activities.

As Character Builder
Student life is full of opportunities for individual and group values formation. The interactions of the students with various individual and groups, their campus life, their residential life, their community engagement, and other activities require them to make decisions, work in a team, make creative activities, and serve others. They learn how to dialogue and respect the opinion of others. They learn to accept people from other cultures. Students discover their talents, identify their values, and develop their attitudes.

Through their interaction with the students, SAS practitioners facilitate the students' transformation, which happens in changing one's mental paradigm. It is translated into change in one's values and attitudes. Examples of transformation could be:

1. From a close mind to an open mind
2. From comfortable with the status quo to being innovative
3. From centered on the self to centered on others
4. From being careless of people and the environment to being careful of people and the environment
5. From passive citizenship to active citizenship

SAS practitioners intentionally create an environment that nurtures a dynamic campus life in the spirit of freedom and responsibility. Under such environment, the metamorphosis of the students gradually takes place. SAS practitioners ensure that policies and procedures are student-centered, consistently and humanely applied, and clear to all the sectors of the institution.

As Mentor
While SAS practitioners sometimes apply classroom pedagogy in students' campus life outside the classroom, mentoring is a more effective way of facilitating and influencing the metamorphosis of the students. Mentoring is guiding the less experienced one. As mentors, the SAS practitioners guide the student leaders by way of listening to them, encouraging them, constantly giving reminders, and most importantly, by modeling good character. The following are tips about mentoring can help SAS practitioners:

1. TRUST. At the heart of mentoring is trust. The SAS practitioners and the students freely enter into the relationship of mentoring because they both trust each other. Because there is trust, the student freely expresses his/her thoughts, feelings, plans, and even personal stories and concerns.

2. MODELING. The student looks up to the SAS practitioner as a model of character. The student listens because he/she believes in the integrity of the SAS practitioner.

3. JOURNEY. The SAS practitioner journeys with the student in his/her student life. This means that the SAS practitioner walks with the student, listens to him/her, gives guidance, gives suggestions, and leads the student to reflection.

4. TRANSFORMATION. The student's mental paradigm, potentials, and attitude go through metamorphosis. This is manifested in his/her being a student leader, a member of a team, a volunteer, and someone who is engaged in advocacy.

5. CHARACTER. The end-product is character formation. A SAS practitioner exerts conscious effort to build the character of the student. The family life experiences, the campus experiences, the interaction of the student with his/her immediate community and campus environment influence his/her character formation. As an experienced mentor, the SAS practitioner helps the student integrate his experiences meaningfully. This will help

the student discover himself, form his/her character, and possibly draw his/her road map early in life.

The mentoring experience of the student leaves a lasting mark in his/her character.

As an Advocate

The student is the heart of the teaching-learning process. As such, the SAS practitioner puts the student interest at the center of all the policies and procedures governing student welfare, development, and services. The student handbook is vital in promoting the interest of the students. A student-centered student handbook is grounded on the principles of:

1. Equality: SAS practitioners ensure that school rules are clear and are consistently applied to everyone. They respect the human rights of everyone rooted on the dignity of the human person.
2. Equity: SAS practitioners provide everyone opportunities for access to all opportunities that are available in campus.
3. Inclusion: SAS practitioners foster non-discriminatory practices in campus and prevent any group to be marginalized.

As an advocate of student-centeredness in the teaching-learning process, the SAS practitioner embraces humanism as a philosophy of education, allowing the student to be what they can be.

Conclusion

Education is the process of drawing out the potentials of the students. At the center of its components, that is teaching and learning, are the students. Education develops virtues and competencies of the students for them to succeed in life and to serve others and the state.

The SAS practitioners have a great role to play in ensuring the holistic development of the students by way of providing a seamless learning environment where the classroom and off-classroom experiences of the students are integrated into one whole experience. This environment enhances the outcomes-based learning of the students.

To be able to do this, the SAS practitioner should move for partnership with the academic affairs to align the campus activities of the students with the Program Intended Learning Outcomes (PILO), deepening the learning engagement of the students.

In an environment where learning space is seamless, the SAS practitioner can take an active role in the transformation of the students by being a facilitator of learning outside the classroom, a builder of character, and an advocate of student-centered higher education.

Learning Task

Watch the video: The 1992 Olympics on Youtube

Reflect on the following points:

Am I a mentor to the students?
Do I journey with the students?
Do I allow the students to be who they can be?
Do I help them reach their goal?

Assessment

Make a program for partnership and collaboration with the academic affairs that aims to provide a seamless learning environment for the students in the light of OBE.

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PAPSAS-UST CCPED Training Manual:
Enhancing Competencies of Student Affairs and Services Practitioners in the Philippines
Module 3: Emerging Trends in Student Discipline: Adapting to"VUCA" Reality

Emerging Trends in Student Discipline: Adapting to "VUCA" Reality

by

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Abstract

Module 3 presents the emerging trends in student discipline formation in the current Volatile, Uncertain, Complex and Ambiguous (Bennis & Nanus, 1987) world that school organizations face, as significant actors and partners toward the character formation of the young. As "special parents" legally mandated to nurture students as responsible members of society, student formators need to learn how to adopt significant values of connectivity, innovation, and responsibility with accountability. Revisiting existing processes to incorporate or enhance them to enable the school organization in positively responding to the challenges posed by this VUCA world is thus imperative nowadays to uphold restorative and transformative justice. As a proactive response to the emerging trend to innovate on existing programs and services on student discipline formation and in order to align with the evolving challenges, strategies, and approaches are presented to emphasize on student character positive transformation through punitive and formative interventions. The unqualified involvement of parents is highlighted to accomplish these emerging solutions through appropriate school communication, coordination and cooperation with them.

Keywords: *Connectivity, Innovation, and Responsibility as Student Discipline Formation Approaches; Transformative Student Discipline; Trends in Student Discipline*

Program Intended Learning Outcomes
Express commitment to embed the principle of restorative and transformative justice in one's institutional disciplinary practices as part of student discipline formation

Course Intended Learning Outcomes
At the end of the module, the participant is expected to:

Knowledge
1. Learn the emerging trends in student discipline formation in a VUCA world;
2. Familiarize oneself with basic legal requirements in processing student formation challenges;

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Skills
1. Conduct a needs assessment of present strategies, approaches, and mechanisms in one's school organization;
2. Revise existing student discipline formation processes in one's school organization by incorporating or enhancing connectivity, innovation, and responsibility in the processes.

Attitude
1. Acknowledge that students, at their young age, are still in the process of strengthening their positive character traits and the student formators' responsibility, including accountability, is crucial; and
2. Recognize that student discipline formation strategies and approaches require constant innovation and connectivity with fellow formators and stakeholders.

Introduction

Complexities Offered by the VUCA World Where We Are In

Current challenges in school management confirm the popularized "VUCA" concept of Bennis and Nanus (1987) that as administrators face the world of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA), a new approach must be adopted reflecting empathic behavior on stakeholders, caring more about individuals and their needs, in order to find meaning and purpose in the profession and mission to serve, nurture, and form character, especially the young.

From the perspective of Bennis and Nanus (1987), the current world today's generations are contending with readily shows the unpredictable nature of various situations and challenges. The deeper implication of each VUCA element challenges everyone to employ strategic foresight and skills and to revisit various existing approaches and methods in addressing challenges either individually or organizationally.

- **V = Volatility:** The changing world reflects its dynamism with various evolving factors and variables serving as catalysts as either a binding constraint or a facilitating factor.
- **U = Uncertainty:** Due to its volatile nature, this changing world offers unpredictable situations and challenges which oftentimes are complicated by unstable and temporary observations, opinions, interpretations, and views of persons.
- **C = Complexity:** The multiplexity of ideas, factors, and compounded views on issues make this changing world become more complex each day.
- **A = Ambiguity:** Confusion results from possibilities of misinterpretations and miscalculations, resulting in reality becoming hazy.

The VUCA challenges offered by today's world, the proponents warn, can possibly result in a series of erroneous approaches and strategies that can result in, if not properly addressed, an organizational or system failure. Careful strategic planning and policy formulation are thus necessary.

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In student discipline formation, connectivity and innovation are essential elements to prepare formators in this VUCA world. Connectivity between and among student formation units within an organization requires genuine cooperation, flexibility, creativity, foresight, decisiveness, and ultimately, altruism. Meanwhile, innovation entails value-added approaches, strategies, and mechanisms to achieve the new strategic direction toward student formation.

Student discipline is indispensable in student formation. Connectivity and innovation are the new strategies needed in this VUCA world. Necessarily, student discipline formators need to adapt to the emerging trends in the field and revisit existing approaches.

Concept of Student Discipline Formation

Role of Teachers As "Special Parents" as a Legal Mandate

The *Family Code of the Philippines* mandates schools, its administrators, and teachers, in the performance of their educational functions, to perform the role of "special parents" who do not only exercise their authority, but also uphold and maintain their responsibility over students under their supervision or custody. Significant to recognize is the fact that the character of every individual is significantly molded during the fragile formative years, particularly in school, because most of the interactions of the young happen in an outside home environment.

This legal mandate is anchored on the fact that reinforcement of good character formation at home is indispensable and schools must perform their complementary role in producing responsible members of society and citizens.

School Authority Includes Power to Discipline Students

Like putative (biological or adoptive) parents and guardians, "special parents" are empowered by the Department of Education *(2011 Revised Manual of Regulations for Private Schools in Basic Education, as amended Sections 131-132)* and the Commission on Higher Education *(Manual of Regulations for Private Higher Education of 2008, Sections 102-103)* to exercise disciplinary authority over students and promulgate policies in relation thereto.

However, over the past generations, the word "discipline" had been understood in its *punitive sense* as an offshoot of the country's historical experience. As many things had evolved, and a lot continue to evolve posing several challenges to the context implementation of the word, a need to revisit the real essence of the word "discipline" through its etymology, which is from the Latin words *"disciplina,"* which means *instruction or knowledge*, and *"discipulus,"* which means *pupil.* Similarly, this provided the root for the English word *"disciple"* in its late-Latin sense-shift meaning of *"follower"* (Merriam-Webster, n.d.), akin to what the disciples of Christ did, *i.e.,* paving the way for other people to know Him better for the Christian faith.

Parenthetically, the word "discipline" is thus rooted on the context of providing other people a better way of understanding perspectives in life and making right decisions which are not only good for oneself but for others as well.

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Evolution of Parenting Strategies and Approaches

Punitive parenting is primarily characterized by "punishment" as the focus of molding one's behavior once nonconformity is observed. It is characterized by rigid rules or demand for compliance and sanctions as consequence (Arnett, 2013), thereby nurturing a hostile environment for growing students. Hence, this strategy has been identified as a risk factor for the psychological development of the young as it significantly raises issues in internalizing, externalizing, and positively addressing problem situations while being in an emotional and physical state, although depending on each person's temperament in handling the combined use of punishment and other parenting forms under this context (Zubizarreta et al, 2018).

Necessarily, evolution has to take its place. *Formative parenting* subsequently gained its popularity as it offered a plausible solution to the growing complexity of challenges posed by punishment: a strong need to go beyond punishment and even to the extent of foregoing it. Often described as a *formative assessment strategy,* this strategy had focused on the processing of learning through feedback giving during a specific period in order to improve their learning experience from the mistakes committed (Higgins et al, 2015). Much concerned about the emotional state of the young, approaches under this context gained tendency to waive the punishment or consequence aspect in most occasions which was constantly misconstrued by both the offender and the offended parties as to providing no apparent consequence for the misbehavior or misconduct committed. Concern was also raised against this strategy for being incompatible or even repugnant with social norms, laws, and regulations which primarily observe the sanction system of reformation, *i.e., there are always punitive consequences for wrong actions or decisions made.*

Accordingly, a need to reconcile the two parenting strategies becomes apparent, so as to meet a more realistic character formation process for the young, especially in schools floating the idea of *restorative justice.* Restorative justice happens when both sides are assessed and balanced with the entire process, ultimately aiming to attain reformation through bilateral formation with gentleness and understanding of varying individual challenges. Mezirow (1978) described transformation process as a "perspective transformation," which involves a learning process "beyond factual knowledge but rather learning in a meaningful way." This type of learning process requires resolution of the problem situation from the learner's own beliefs, perceptions, judgments, and feelings (Rahman & Hoque, 2017) while consciously defining the experience that placed him in that difficult situation.

Thus, *transformative learning strategy* has set in. A shift in paradigm involves a fusion of the formative learning process and recognition that life's reality dictates that there are always consequences for wrong actions and decisions made, on one hand, and a careful balancing of the impact of the situation for both the offender and the offended, on the other.

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Emerging Trends and Approaches

Eckleberry-Hunt and Tucciarone (2011) describe Generation Y or the so-called millennials (those born between 1982 and 2005) as perceiving organizations as entities that will *"fit into their lives"*, instead of seeing them as *"how they will fit into"* them in view of their exposure to technological advancements that offered them a lot of young life convenience. They observed that they prefer working with individuals who are *"approachable, supportive, good communicators, and good motivators"* and they *"feel comfortable sharing their opinions and feedback"* to individuals whom they do not see as authorities to them. However, said authors assert that they *"prefer immediate feedback whether what they are doing is right or wrong; however, they feel ill-equipped to handle negative feedback thus the challenge in communication".*

In a study of new generation doctors in China, Gao and Gurd (2017) characterize this generation as "innovative, pragmatic (and) self-centered" since they prefer "work-life" balance and "personal goals" more than their deeper association with the organization they belong to.

These observations may be equally applicable to the succeeding Generation Z. Hence, it can be observed that parenting or mentoring to these generations should be recognized as a challenge to parents and to *"special parents"* or to our student formators in school organizations.

What teachers learned from their parents, guardians, and school formators before may no longer be suitable to these generations of students. Thus, there is a need to adjust to these valued stakeholders in school organizations and embrace the continuing evolution of parenting strategies.

Regulatory Responses to the Need to Transform

As responses to the dynamic needs of young students in schools, the Philippine Government has been continuously formulating new regulations for student formators in terms of adopting school guidelines and processes in addressing these challenges by embarking from the legislative initiatives of the *"Child and Youth Welfare Code", as amended* (PD 603, December 10, 1974), which was amended in 1977 and partly in 1988 by the *Family Code of the Philippines*.

In order to transform the mindset of parents and school formators from the historical punitive practice in molding character of the young, the *"Special Protection of Children Against Abuse, Exploitation and Discrimination Act"* (RA 7610, June 17, 1992), popularly known as the "Anti-Child Abuse Law," was enacted "to provide special protection to children from all forms of abuse, neglect, cruelty exploitation and discrimination and other conditions, prejudicial their development; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination." The Act empowered the State to intervene when parents, guardians, teachers, or persons having care or custody of the child renege on this responsibility. Rehabilitation programs for victims were developed by government agencies to assist them in their normal growth and development, emphasizing *"the best interests"* of the young as the paramount consideration.

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These are consistent with the *United Nations Convention of the Rights of the Child*, to which the Philippines is a signatory. In response to the said law, the following implementing rules and regulations were promulgated by various regulatory agencies, among others:

1.   *Rules and Regulations on the Reporting and Investigation of Child Abuse Cases*, (1993);
2.   *Rules and Regulations on the Trafficking of Children* (1994);
3.   *Rules and Regulations on Children of Indigenous Cultural Communities*, (1993); and
4.   *Rules and Regulations on Children in Situations of Armed Conflict* (1994).

Another major regulatory measure to protect the young from some sexual predators in school environment was the *"Anti-Sexual Harassment Act"* (RA 7877, February 14, 1995), which aimed to protect the dignity of the young "while undergoing training, instruction or education" by declaring all forms of sexual harassment unlawful.

In 2004, the *"Anti-Violence Against Women and Their Children Act"* (RA 9262), popularly known as the "VAWC Law," was enacted to provide more safety mechanisms for the protection of "dignity of women and children" and to uphold "full respect for (their) human rights" against "violence and threats to their personal safety and security." This is consistent with the *Universal Declaration of Human Rights,* the *Convention on the Elimination of All Forms of Discrimination Against Women*, *Convention on the Rights of the Child* and other international human rights instruments of which the Philippines is a party.

In 2012, the Department of Education issued its so-called *"Child Protection Policy"* (DepEd Order 40, May 14, 2012) for all schools' compliance in order to bolster its "zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse," which was further strengthened by a legislative fiat through the *"Anti-Bullying Act"* (RA 10627, July 23, 2012). The latter penalizes the act of "bullying," which is defined as pertaining to "any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

   a.   Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;

   b.   Any act that causes damage to a victim's psyche and/or emotional well-being;

   c.   Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body; and

   d.   Cyber-bullying or any bullying done through the use of technology or any electronic means." (emphasis supplied)

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DepEd came up with its implementing regulations for the Anti-Bullying Act of 2013 on December 13, 2013.

On the part of the Commission on Higher Education (CHED), regulatory mechanisms were set in place by creating *"Student Crime Prevention Councils"* in tertiary schools (CMO 42, December 2, 2005) to avert criminality in schools against students through multi-sectoral cooperation, participation, and vigilance. *"Preventive Measures Against Violence and Sanctions on Fraternities and Other Student Organizations"* (CMO 4, January 25, 1995) was also issued in order to regulate and monitor student organizations' recruitment, admission, and membership activities.

In order to strengthen the law against hazing activities of these student organizations, the *"Anti-Hazing Act of 2018"* (RA 11053, July 24, 2017) amended the "Anti-Hazing Act of 1995" (RA 8049 June 7, 1995) and categorically banned them, but still allowed school-based initiation rites, subject to certain limitations and monitoring by school authorities.

To ensure holistic and strategically crafted student programs and services for tertiary students, CHED came up with the *"Enhanced Policies and Guidelines on Student Affairs and Services"* (CHED MO 09, April 19, 2013) "to set minimum standards on student affairs and services" among Higher Education Institutions (HEI) and to "ensure proper balance between rights of educational institution and student rights; improve the quality of Student Affairs and Services among Higher Education Institutions; promote access to quality, relevant, efficient and effective student affairs and services; support student development and welfare; and ensure that all Higher Education Institutions provide holistic approach for Student Affairs and Services and comply with the minimum requirements for student affairs and services."

Despite legal controversies, the *"Cybercrime Prevention Act of 2012"* (RA 10175, July 25, 2011) was enacted into law, but it was only partly upheld by the Supreme Court as valid since some portions thereof were declared void and unconstitutional (*Disini vs. Executive Secretary*, G.R. 203335, February 11, 2014). The law was designed "to protect and safeguard the integrity of computer, computer and communications systems, networks, and databases, and the confidentiality, integrity, and availability of information and data stored therein, from all forms of misuse, abuse, and illegal access by making punishable under the law such conduct or conducts", among others. The inter-agency implementing guidelines, which included guidelines for school administrators, were thereafter released in 2015 after the said Supreme Court judgment.

To address the growing mental health challenges, especially among the young, the *"Mental Health Act"* (RA 11036, July 24, 2017) was passed as law to ensure that mental health of everyone is promoted and protected by providing programs and services for the treatment and prevention of issues and challenges, free from society's stigmatization and discrimination. Pertinently, school organizations are mandated to develop policies and programs for students, educators, and other personnel towards that goal, with requirement to have mental health professionals in schools. Corollary to this, the 2019 implementing regulations mandate DepEd, CHED, and TESDA to provide guidance and assistance in the development and implementation of schools' mental health policies and programs to achieve the legal objectives by establishing "efficient linkages" among

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school offices, units and sectors, on one hand, and among and with other government agencies and organizations, on the other.

On drug use and abuse concerns, pursuant to RA 9165 (2001), popularly known as the *"Comprehensive Dangerous Drugs Act",* DepEd issued *"Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools"* (DepEd Order No. 40, August 08, 2017) which prescribes parameters and processes for a confidential rehabilitation and transformation of students found positive for use and/or abuse through a mandatory random testing, in coordination with parents and government agencies. On the part of higher education institutions, CHED also prescribes similar guidelines as part of the school's admission and retention policies, after multi-sectoral consultations, but processes remain confidential, rehabilitative, and transformative. While refusal to undergo mandatory random tests may be punished under the provisions of the Student Handbook, the same shall not be used as presumption for use, dependency, or abuse.

To further strengthen the law against sexual harassment, the *"Safe Spaces Act"* (RA 11313, April 17, 2019) was passed into law aiming "to recognize that both men and women must have equality, security and safety not only in private, but also on the streets, public spaces, online, workplaces and educational and training institutions." On October 28, 2019, the inter-agency implementing guidelines were released which included policy implementation, coordination, and implementation tasks for school organizations.

Finally but certainly not the last regulatory enactment on student formation in schools, the *"GMRC and Values Education Act",* (RA 11476, July 22, 2019) took effect mandating, among others, the inculcation in the youth "patriotism and nationalism," "fostering love and humanity, respect of human rights, appreciation of the role of modern-day and national heroes in the historical development of the country, teaching the rights and duties of citizenship, strengthening ethical and spiritual values, developing moral character and personal discipline, encouraging critical and creative thinking, broadening scientific and technological knowledge, and promoting vocational efficiency" in all educational institutions, which are required to formulate a "whole school approach" (which shall be defined in the implementing guidelines to be crafted) to achieve said goals, but the required inclusion in curriculum shall be in basic education only.

Basic Interventions Required in Schools

As its etymology has suggested, the concept of discipline has evolved from being *punitive* to *formative*, and now *transformative*, in terms of the needed strategies, approaches, and interventions for the young, while balancing between upholding *restorative justice* in schools on the one hand, and promoting a *culture of transformative justice* for the offenders on the other.

The evolving concept, strategies, and approaches are aligned with how Bennis and Nanus (1987) described the current VUCA challenges in the field of managing organizations in this dynamic modern world: *volatile, uncertain, complex and ambiguous*. New strategies and new approaches are, indeed, necessary to address evolving challenges, especially among the young. Given the VUCA challenges, a call for an empathic attitude toward stakeholders has emerged, with emphasis on more reflective responses to care more about individuals and their needs in order to find a

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deeper meaning and purpose in the profession and mission to serve, nurture and form character of young students entrusted by parents to school formators.

Given the foregoing government regulatory prescriptions, school administrators and their respective student formators are thus required to implement, upon consultations with concerned sectors, the required minimum processes and prescribed interventions for students. These processes and interventions must not only be punitive in nature, but also formative and transformative in purpose. Interventions, whether punitive and/or formative, are now required to be provided for both the offenders and their victims, and assistance, with proper monitoring, toward their eventual transformation is indispensable so as not to render inutile the processes undertaken and not to make them simply provisional, short-lived, and superficial initiatives.

The starting point for schools is to revisit their existing student formation committees/councils for the purpose of aligning them with the prescribed government regulatory interventions for students, and making them *proactive and regularly functioning bodies with policy formulation, implementation and coordination responsibilities.*

Hence, the required committees, once established, are expected to come up with *programs and services* for the students and other stakeholders to ensure that their mandated duties and responsibilities are performed, implemented and monitored *on a continuing basis.*

While the Anti-Sexual Harassment Law prescribing the formation of a *"Committee on Decorum and Investigation" (CODI)* is not abrogated by the passage of the *Safe Spaces Act*, it is suggested that in order to streamline school processes, the existing Committee membership, processes, and jurisdiction be simply modified to conform with the requirements of the latter law, to include among others, the designation of a point-person or coordinating office in school tasked to receive complaints and forward the same to the CODI for investigation, needs assessment of parties involved, and imposition of appropriate interventions on them.

The *Safe Spaces Act* requires that a woman should chair the CODI and at least half of its membership shall be women, composed of at least a representative each from the administration, faculty, personnel, students, parents and such other sectors as may be added by the school as long as there is *"equal representation of persons of diverse sexual orientation, gender identity, and/or expression"* therein. Permanent alternate members must also be designated to act on behalf of regular members in their absence with authority to make decisions for continuity of processes without unnecessary delay.

For basic education and given the many regulatory mechanisms prescribed, it is suggested that the DepEd-prescribed *"Child / Student Protection Committee"* be maximized to cover all forms of *"violence against children in schools,"* which is defined (DepEd Order 40, 2012) to cover, among others, child abuse, discrimination, physical violence, sexual violence, psychological violence, bullying, and even cyber-bullying. While DepEd Order 55 (2013) has amended provisions on *bullying* prescribed in DepEd Order 40 (2012), committee composition and sectoral representation (School Head/Administrator as Chair, Guidance Counselor/Teacher as Vice Chair, and with members from faculty, parents, students, and barangay) remain the same except that for bullying

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cases, barangay representative is made optional for private schools. Regulations require this committee to be similarly *proactive*, with policy formulation, implementation, and coordination responsibilities, in observing the required minimum processes and prescribed interventions for both the *offenders and their victims*, and in providing continuing assistance for their eventual transformation.

On the part of CHED, regulatory mechanisms were set in place by creating *"Student Crime Prevention Councils"* in tertiary schools (CMO 42, December 2, 2005) to be initiated and managed by the Student Council with its President as concurrent head with coordinating functions, support, and guidance from the school administration and various government agencies.

For drug use concerns in schools, the *"Drug Testing Selection Board"* in schools is required under RA 9165 to be composed of the Drug Testing Coordinator as chairperson with one member each from various sectors, such as students, faculty, and parents. Prevention and rehabilitation of drug users and dependents are the primordial concerns of the Board as a collaborative effort with pertinent government agencies. DepEd has prescribed (DepEd Order 40, 2017) the conduct of random drug testing in private Junior and Senior High Schools for School Year 2018-2019 covering a sample size that will yield a statistical 95% confidence level based on student population. For subsequent testings, the timing shall be determined by said government agency. For tertiary students, CHED has required (CHED MO 18, 2018) the implementation of mandatory random drug testing of students in consonance with the published procedural rules based on its sectoral consultations and approved school guidelines.

For the basic interventions needed in schools, once policies are crafted and approved with appropriate consultation processes from pertinent sectors, policies, programs, and services for students are required to be properly disseminated and incorporated in school's official announcements, student manuals, and handbooks. Confidentiality of student records is required to be maintained at all times except when allowed to disclose under the law.

Significant to note is that while adults are susceptible to making mistakes, young students are even more vulnerable, fragile, and gullible at times due to their curiosity to experiment with many new things they encounter in life. At many times, they make wrong decisions in life. However, when they commit mistakes in a school setting, students are not to be treated by their formators as subjects of the society's criminal justice system.

Formators, as "special parents," should recognize and distinguish their role from them and should not treat young offenders as criminal suspects or offenders. Processes are entirely different, as well as the strategies and approaches in assisting them. While the so-called "Miranda Rights of the Accused" in criminal investigation processes are not applicable in student discipline formation investigations, *procedural due process* is indispensably required to be observed by formators in a gentle and caring manner. Each one has his/her own personal challenges which vary entirely from one student to another. Thus, pre-judgment, labeling, and preconceived notions should have no place in student formation.

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Since student formators are "special parents" in their own right under the law, generally, they can perform such role for the students without need of the biological/legal parents' intervention. However, since it is a *mere entrusted responsibility*, coordination with parents and/or guardians is a necessary ingredient to the fulfillment of that mandated responsibility. While parents' intervention in school processes should be frowned upon, *communication, coordination, and cooperation ("3Cs" in Parents' School Involvement)* from them are highly expected. Their request to assist and/or provide legal assistance to students should not be ignored or refused, as these are required as part of observing procedural due process.

Communication is the process of consistently maintaining channels of parents' awareness in students' school activities, development, and challenges, while *Coordination* is the set of mechanisms set in place to steer the working relationship to function. Meanwhile, *Cooperation* is the created synergy between parents and school formators toward a common goal, as a result of steering the relationship to function effectively through *communication* and *coordination*.

The Supreme Court in *Ateneo vs. Capulong* (G.R. 99327, May 27, 1993) *citing Guzman vs. National University* (142 SCRA 699, July 11, 1986) emphasized that the basic requirements of procedural due process in student discipline investigations require observance of basic elements, such that:
(1) students must be informed in writing of the nature and cause of any accusation against them;
(2) they shall have the right to answer the charges against them with the assistance of counsel, if desired;
(3) they shall be informed of the evidence against them;
(4) they shall have the right to adduce evidence in their own behalf; and
(5) the evidence must be duly considered by the investigating committee or official designated by the school authorities to hear and decide the case.

It must be remembered that the right to due process is not only a constitutional right but also a statutory right of every one in every investigation process, whether in a criminal, civil, or administrative proceeding, including student discipline formation investigation processes. The peculiarity, however, of student formation is that the investigation process is merely an initial step for an offender to acknowledge and own the mistake committed for the learning experience to commence, but from beginning until the end of the process, character formation is required to be incorporated and facilitated by the "special parents."

The *purpose* of an investigation process is *not only* to determine the extent of responsibility of the student alleged to have committed the offense, *but also* to assess the needs of both the offender and the victim, together with others who may have been affected by the situation created. Hence, the following objectives must be borne in mind during the process:

    a. To ferret out the truth and determine the extent of responsibility, if any, of the alleged offender;
    b. To make a needs assessment of all parties concerned;
    c. To process the learning of all concerned; and
    d. To provide punitive, formative, and transformative interventions based on the needs assessment made.

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Guided by the foregoing principles, the detailed step-by-step procedure to be followed must be properly disseminated through official school announcements or orientations and incorporated in student manuals or handbooks, particularly on the aspects of due process and the formative interventions to be imposed at the onset of the process until the punitive and transformative interventions are finally set into place. While basic legal requirements must be observed, legalese must give way to a formative process.

Suggested Formative Processing of Learning Strategy and Approaches

It is believed that a person cannot learn from his/her mistakes without a personal acknowledgment that s/he committed something wrong. Oftentimes, young offenders perceive rules and regulations to be an inconvenient restraint on their freedom to do something which they perceive as a deprivation of their right. They mistakenly look at policies as a flimsy exercise of authority and a mere power play that they will not benefit from. It is in these recognized assumptions that the following 3C's as a suggested *Strategy in Formative Processing of Learning* are formulated:

- **CONTENT:** What is the policy violated?

The first suggested step in processing the learning of a student who apparently committed an offense is to gently ask questions on what policy is purportedly violated: *"Do you know the reason why I requested to personally meet you and to talk about what happened?"; "What was it that you did so I invited you to personally talk to me?"* or other questions of similar import.

The purpose is to ensure that the student-offender is "aware" of what s/he did *without creating an impression or pre-judgment* that the act done was wrong, improper, or something condemnable. Awareness of one's own actions leads to an *"acknowledgment"* that the act was done, performed, or committed by the student-offender. However, it is necessary that the acknowledged responsibility for an act must be clearly related to the policy that was purportedly violated without categorically emphasizing that it was a violation of a certain policy. Through the guided questions that will be asked, the student-offender must realize that the committed act was in contravention of a policy.

- **CONTEXT:** Why is the policy needed?

Once the student formator is certain that the first objective is accomplished by getting responses through a gentle and unbiased line of asking questions, the second suggested step is to contextualize the policy that was not followed, such as by using: *"Why do you think that policy is needed? Why do you think the policy needs to be complied with?"* or other questions of similar import.

The purpose of establishing context is to ensure that the student-offender will learn to have a sense of *"ownership"* on the policy "acknowledged" to have been violated. Every rule, regulation, or norm exists for a certain purpose: usually for an orderly environment or for the common good in order not to allow encroachment of other persons' rights. Recognition of these purposes behind these regulations or expectations shall necessarily redound to the student-offender's betterment or

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peace of mind because other people cannot easily violate his/her rights without consent. The same way shall happen to other persons when the policy is respected by the student-offender. Recognition of the "context" for which rules are made (which could redound to one's own benefit when complied with by everyone) shall necessarily lead to the student-offender's "ownership" of the policy: *i.e.*, they are not intended to unreasonably cause inconvenience to everyone as an undue imposition of authority.

- **CORE:** How will the policy help you become a "better" (responsible and mature) person?

Once "acknowledgment" and "ownership" are established through the responses given, the student-offender is now ready to be led to the *"core values"* that can be imbibed in oneself if the habit of complying with the policy violated will be developed: *"If you will learn how to continue respecting the regulation that you just violated, how will it help you become a more responsible and mature individual?"; "How will it help you become a valuable member of society?"* or other questions of similar tenor.

The purpose of such questions is to elicit from the student-offender the realization that nurturing a "compliant attitude" with respect for other persons' rights and individualities shall necessarily make one a proud, productive, and valued member of society who is altruistic enough to personally contribute toward societal transformation. Recognition of the "core values" behind the habit of nurturing a compliant and respectful attitude toward other people can redound to one's own benefit when societal development is finally attained.

These "3Cs *Strategy in Formative Processing of Learning"* are better achieved by asking a series of *caring, unbiased, and open-ended but guided questions*. With the evolution of parenting strategies and approaches, gone are the days when long narratives and "privilege speeches" (or sermons) from parents and formators were still effective to the young. Whether couched as "life lessons" or otherwise, they should be creatively and caringly processed for the exercise may fall on deaf ears as young generations may simply pretend to be listening.

In processing the learning experience of young adults, student formators must listen with empathy without being hostile. We formators must never impose good measures, but rather propose them. Never pre-judge and cast away pre-conceived notions about them, but rather advocate positive actions and outcome. Do not be self-righteous, as we adults also commit mistakes.

Once learning is processed, never forget that in a transformative parenting strategy which upholds restorative justice in every organization, consequences for wrong actions and decisions made in life are social realities. However, these consequences which are within the realm of punitive parenting strategy may be mitigated depending on attending circumstances, but never should they be waived once responsibility for the act is established. Responsibility not coupled with accountability may prove to have more negative consequences.

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In view of the readily accessible convenience offered by technological advancements, generations in this VUCA world are still fond of incentives and rewards. Concomitantly, student formators should learn how to *motivate* them after processing their learning. Appreciation of their openness to transform during the processing of learning must be verbalized to them. Giving of incentives or rewards for good conduct and right decisions made after is still very much "in" for them.

Finally, in processing the learning experience, the figurative *"Kiss-Kick-Kiss" approach* is further suggested. Conversations between a formator and a student-offender must always start with a figurative "Kiss" where rapport is necessary to be established through an exchange of pleasantries. Trust and confidence on the process and the person initiating the process are necessary elements of an effective student formation. Feeling comfortable with the student formator without being pre-judged is something that the young are looking for in order for them to be open to the process.

The next step is the figurative "Kick" approach which ineluctably connotes the processing of learning through the suggested "3Cs *Strategy in Formative Processing of Learning,"* where a gentle learning examination of the student-offender's conduct is made and processed.

Formative conversations must be ended with the figurative "Kiss" approach with an expressed appreciation of his/her openness to transform by learning to respect others' rights as well as the established rules, regulations, and norms. Incentives, rewards, and/or mitigation of consequences based on school policies are discussed in this phase.

Consequently, if the new strategies and approaches dictate an "outcomes-based" student discipline formation by aiming *beyond formation* through *transformation* of the student-offender, then student formators themselves are mandated to evolve to being *"transformative special parents"*.

Paradigm Shift Terminologies

Student discipline investigation is an administrative proceeding where technical rules of procedure are not strictly applied except for the basic requirements of procedural due process. Since the proceeding is part of student formation, it is indispensable that a recognition of the fact that the subjects are young and fragile individuals who deserve gentle and caring treatment.

Thus, the following suggestions are pertinent:
1. Do not use "hearings" in referring to discipline investigations or fact-finding processes due to the threatening connotation of the word; discipline formation conferences or words of similar import may be used instead;

2. "Court trial-type" proceedings should not be adopted as part of the process as these may be distressing to the young students involved;

3. Instead of using the terms sanction, penalty, or punishment, the term "intervention" may be used: as punitive (negative) interventions are provided, they must always be

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accompanied by, and with more emphasis on, formative and transformative (positive) interventions;

4. "Warning" and "reprimand" are themselves "interventions" where due process is required to be observed and documented for future reference to illustrate a progressive intervention system. This is to be distinguished from a "reminder," which is given prior to commission of a violation, while "warning" is given after;

5. While an "oral warning" is a valid intervention, it is suggested that it be deleted in the process since it cannot be relied upon for future reference before the government's regulatory agencies as they are not documented. Whenever reduced into writing, they cease to be oral warnings;

6. In decision-writing, instead of finding student-respondent "guilty" of the discipline offense, student may be found "responsible" for the offense;

7. Instead of labeling the discipline offense as "stealing", words with lighter connotations may be used, such as "unjust enrichment", "getting property of another without consent" or equivalent words or phrases;

8. The term "community service" has gained a selfless and voluntary connotation to serve. Whenever included as part of the formative intervention for an offense or violation, phrases such as "academic service" or "administrative service" are suggested to be used instead as long as the tasks assigned are reasonable, necessary, and not cruel and denigrating the dignity of the student;

9. Prescribing a "one-is-to-one" correspondence among offense committed, frequency, and intervention is oftentimes resorted to in order to serve as a convenient guide in the imposition of punitive interventions. However, this matrix must be clearly emphasized as mere general and flexible guide because each case situation, even if of the same nature, is entirely different from all others because many factors need to be considered. Aside from ready admission, remorseful conduct, openness to learn, reform and transform, and respect for the process, other attending circumstances may also be considered by student formators that could either mitigate, aggravate, exempt or justify the act or misconduct. It is believed that to consider these matrices as stringent guide distorts the concept of due process. Besides, the essence of due process is to ascertain these attending circumstances for purposes of making appropriate resolutions and providing fitting interventions based on needs assessment made;

10. The purpose of *"investigation"* is to determine the nature and extent of responsibility of the student/s in committing the offense, while *"responsibility"* requires prior determination of attending circumstances which may mitigate, exempt, justify, or aggravate the violation. It is thus suggested that in the process, "blinders" and "personal biases" on the part of student formators should be removed;

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11. All possible discipline infractions cannot be comprehensively captured by way of enumeration in student manuals or handbooks. It is suggested that a germane provision be added in each of the categories (minor and major offenses) as follows: *"Such other analogous cases to the foregoing"*;

12. Ambiguous or vague discipline offenses must be defined or clarified, particularly those susceptible of various interpretations such as immorality and unethical conduct. The Supreme Court in *Leus vs. St. Scholastica's College Westgrove* (G.R. 187226, January 28, 2015) held that in the absence of a clear and categorical written policy against it, mere religious morality or ethical standards cannot be utilized as sole basis to support an interpretation. The totality of attending circumstances vis-à-vis the prevailing norms of conduct from a strictly neutral and secular perspective should be used to assess if indeed there was a violation of ambiguous offenses.

Student Discipline Formation in a VUCA World

Student discipline formation, in today's world characterized by Volatility, Uncertainty, Complexity, and Ambiguity, essentially requires *connectivity* and *innovation* in order to prepare formators in this VUCA world.

Significant to note is that the Philippines has the highest participation in social networking among internet users of the world. According to several studies conducted in 2017, the country's internet users are about 93% compared to the global average of only 58%. Multifarious records of abuses and inappropriate behavior in the online social network can be observed, which include some teachers-student formators. However, the indispensable use of educational technology must be duly recognized since social media is an essential part of the lives of Millennials and those of Generation Z. Thus, hard work, patience, compassion, and commitment are required of teachers and our student-formators. For teachers who extend their lessons to social media, there must be a clear pedagogy for mentorship, and hence, so with student formators. Now that the learning process has been extended to the use of social media, an open and continuing teacher-formator involvement and concern have become indispensable given the threats and challenges posed by social interactions, which are easily searchable, automatically replicated, deposited in server sites, and accessible by a global audience.

Connectivity is People Connection

Littmann, Norton, and Prabhu (2019) shared that in this age of connectivity, a "*continuum… in the development of new products and services (can) transform inefficient operating models (that can make) transformation possible."* They propound that technological advancements must result in *"opening a wide range of connectivity among people regardless of time and distance"* which they refer to as "connectivity building blocks". Similarly, Clark, Algoe, and Green (2017) emphasize the benefit of *"social connection"* from connectivity within and outside an organization.

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For their part, Wilkinson et al (2019) proffer through their research findings that *"social connection"* is a plausible solution to the predicament on how to facilitate meaningful ways to generate and reciprocate support among individuals, various units within and outside an organization, particularly in terms of coordination to enable access to each other's support for knowledge, resources for better health and well-being of each other.

Hence, *connectivity* between and among student formation units within an organization requires *synergy* through *genuine cooperation, flexibility, creativity, foresight, decisiveness,* and ultimately, *altruism* in sharing the passion to attain the common objective of shaping the character of future leaders of society.

Innovation is Continuous Improvement

Kogabayev and Maziliauzkas (2017) assert that in order to improve on a certain thing, process, or situation, new concepts must be created or thought of and such generation of new ideas is called *innovation*. For Siaulai (2013), it is a *"change in an existing process to produce significant improvement as a result"* which consists of three main concepts, such as *process, change*, and *result* that should *"coexist with one another"*. Parenthetically, Tohidi and Jabbari (2012) emphasize that *innovation* begins "with the introduction of an idea…to perform new function."
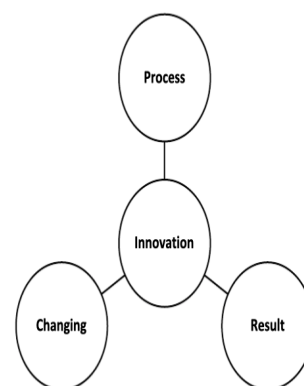
Source: Siauliai, 2013

In the fast-paced changing society, *innovation* plays a pivotal role in the development and success of an organization in a VUCA world as it entails value-added approaches, strategies, and mechanisms to achieve the new strategic direction toward student formation.

Truly, *connectivity* and *innovation* are the new strategies needed in this VUCA world. Necessarily, student discipline formators need to adapt to the emerging trends in the field and revisit existing approaches.

However, Umberson and Montez (2015) caution that *"people connection"* also has its own detrimental share which can foster either *"cumulative advantage or disadvantage"* whenever not properly managed. This observation is particularly true, especially when *"connectivity"* does not really create *"connection"* among student formators who separately and independently, *without interdependence and synergy*, perform their roles in a compartmentalized and isolated manner.

The same is equally applicable to *"innovation."* When new continuous improvement of processes is made in a compartmentalized and independent manner by each of the offices or units within an organization, and even outside it (usually for personal gain or selfish advantage), a distortion of the genuine passion to shape the character of future societal leaders is thus created. This distortion is certainly a breach of that professional and legal responsibility as "special parents". Therefore, *responsibility* as student formators must always be coupled with *accountability*.

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Responsibility with *Accountability*

McGrath and Whitty (2018) posit that the confusion between *"responsibility"* and *"accountability"* can be characterized as *"a failure to separate the obligation to satisfactorily perform a task (responsibility) from the liability to ensure that it is satisfactorily done (accountability)."* They claim that both can help achieve improvements in efficiency and effectiveness in the performance of organizational tasks as well as in the innovation of governance models, whether public, charitable, educational, or private. They pointed out that well-defined roles and output-outcome goals can help avoid the "consequent waste of time, resources and money" due to sheer lack of clear parameters of *responsibility* and concrete *accountability*.

While student formators should not confusingly treat them as one and the same, they should always remember to coin them as part of their governance framework within their organization, and so with their mission partners and their counterpart government implementing agencies.

KEY LEARNINGS

The legal mandate of student formators to be "special parents" to students under their supervision or custody in this **dynamic world** of:

[VUCA World]
V-olatility
U-ncertainty
C-omplexity and
A-mbiguity

requires an explicit recognition of the **evolving parenting strategies and approaches**, as follows:

[PFT Evolution]
P-unitive Evolution
F-ormative Evolution
T-ransformative Evolution

With the government's regulatory agencies assisting educational institutions in the performance of its role as "special parents," certain parameters have been established in student discipline formation investigations. One of these is the recognition that this mandated role for the students is a *mere entrusted responsibility* by the parents, thereby requiring the following **3Cs in Parental Involvement in Schools:**

[3Cs with Parents]
C-ommunication
C-oordination and
C-ooperation

Cognizant of the etymology of the word "discipline", student discipline formators, with parents' reinforcement at home, are tasked to pave the way for young students to better understand life perspectives and make right decisions which are not only good for them but for others in society

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as well. Hence, familiarization with the basic **3Cs Strategy in Formative Processing of Learning** is suggested:

<div align="center">

[3Cs with Students]
C-ontent
C-ontext and
C-ore

</div>

However, in formatively (and hopefully, in a transformative manner) processing the learning experience of students, student discipline formators are invited to observe in the process the **3K Figurative Approaches with Students:**

<div align="center">

K-iss
K-ick
K-iss

</div>

This **VUCA World** proposes a gargantuan challenge to student formators: a call for empathic attitude toward stakeholders emphasizing on greater reflective responses to care more about individuals and their needs in order to find a deeper meaning and purpose in the profession and mission to serve, nurture and form character of young students entrusted to them. There are a lot of **CIRA Challenges** to fix, but **solutions** to these are found in the *core of the problems to be addressed and strengthened*, which are:

<div align="center">

[CIRA Challenges and Solutions]
C-onnectivity
I-nnovation
R-esponsibility with
A-ccountability

</div>

Therefore, the **solutions** to these challenges are basically found in the **strengths** and **opportunities** present in *student formation activities*, which are the FORMATORS themselves and their ALTRUISTIC PASSION TO SERVE THE YOUNG, *respectively*.

These **CIRA Challenges** have innate **Solutions** in the **altruistic hearts of student formators** who simply need to be supported, assisted, motivated, taken care of, and appreciated for their selflessness in order to strengthen their spirit to serve the young and enhance the outcome of their efforts towards a common goal by accepting the challenge **to FIX the VUCA concern** with **responsibility** and **accountability**, *i.e.,* the **AYOS Challenge to Formators** by:

<div align="center">

[AYOS Challenge to Formators]
A-betting the
Y-oung for an
O-ptimistic
S-ociety

</div>

New strategies and new approaches are necessary to address evolving challenges, especially among the young. They require genuine cooperation, flexibility, creativity, foresight, decisiveness, and ultimately, altruism, through the creation of value-added approaches, strategies, and mechanisms to achieve the new strategic direction toward student formation. Necessarily, student

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discipline formators need to adapt to the emerging trends in the field and revisit existing approaches.

In handling parents and students' concerns, student formators must remember their *legal responsibility* of being "special parents". In case they forget about this, they need to simply remember their *moral responsibility* that they are "formators" of character of members and future leaders of society. In case they forget both, accountability arises for failure to discharge these responsibilities.

Enrichment Tasks

I.   **Revisiting Existing Student Discipline Formation Strategies and Approaches under the VUCA World**

What needs to be done?

First Course of Action: *(a) Revisit existing school's processes vis-à-vis the module; and (b) make a needs assessment of present strategies, approaches and mechanisms in one's school organization.*

Second Course of Action: *(a) Identify the facilitating and hindering factors in existing school's strategies, approaches and processes; and (b) determine how they could be utilized as starting points in crafting plausible solution options for the challenges posed by this VUCA world.*

Self-Assessment Tasks

Third Course of Action: *(a) Consult various mission partners and stakeholders on these identified set of needs assessed, attending facilitating and hindering factors and strategically and operationally formulated plausible solution options for the school organization; and (b) revise existing student discipline formation strategies and approaches to address the identified VUCA challenges.*

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Module 4: Essentials of Modern Management: Strategic and Change Management in Student Affairs and Services

Essentials of Modern Management:
Strategic and Change Management in Student Affairs and Services

by

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Abstract

This module focuses on the importance of strategic thinking, decision-making, and management skills in handling leadership positions for student affairs and services. Considering that most of the assigned practitioners handling the different offices under the student affairs and services came from different backgrounds and disciplines, it is necessary for them to be provided with a learning tool that will help enhance their management skills. Aside from the leadership skills, having basic to advanced management expertise will also be advantageous for the practitioners, especially in responding and delivering solutions to the dynamic concerns of the office and the students it serves. This module provides an overview on the rudiments of modern management, centering on various approaches and strategies that will promote the welfare of the practitioner and most importantly, the students. It generally promotes Humanistic Management and includes discussions on work and human development, nature of management, meaningful work, and frameworks for effective management. It intends to advance valuable insights on the importance of learning management functions and roles and relationships at work. It also gives emphasis on the importance of strategic management and of going through the phases that will enable the managers maintain and develop competitive advantage in producing holistically developed leaders and managers who will productively contribute to the betterment of the society.

Keywords: *humanistic management; meaningful work; nature of management; strategic planning*

Program Intended Learning Outcome
At the end of the program, the practitioners must be able to manifest the ability to act proactively in the light of fast-changing educational landscape, particularly on the concerns related to the management of the student affairs and services office and addressing the numerous concerns of the students.

Course Intended Learning Outcomes
At the end of this module, the SAS practitioner will be able to:
1. familiarize themselves with different theories and approaches on management;
2. develop and enhance their management skills;
3. analyze management principles applicable and pertains to school management and student affairs and services; and
4. examine and adopt processes of strategic planning, design, and implementation of programs and services.

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Introduction

The Philippines's Commission on Higher Education (CHED) released the CHED Memorandum Order No. 9, series of 2013 (CMO 9, s.2013), or the Enhanced Policies and Guidelines in Student Affairs and Services, to provide a structure and guide for the higher education institutions (HEI) in implementing different services and programs that will complement academics. The said memorandum defined Student Affairs and Services (SAS) as the services and programs in higher education institutions that are concerned with academic support experience for the student to attain holistic development. This definition enables the establishment of certain structures in the HEIs to ensure the delivery of functions toward a full campus student life experience. The set structure therefore requires people to implement and manage the services and programs related to student affairs and services. These tasks are assigned to the administrators and practitioners who came from different backgrounds and disciplines.

Student Affairs and Services has evolved to become as one important office or function in an educational institution's organization structure. It is known to deal with all student concerns apart from academics. Handling such big task and responsibility entails expertise on both leadership and management skills of the administrators and practitioners. Considering that there is no specific baccalaureate degree in the country that will prepare a person in the field of student affairs, many of its assigned practitioners are from different fields such as education, psychology, and other behavioral, humanities, or social sciences disciplines. Many of them started out as teachers and were eventually given assignments that are unique to their regular expertise. Just the same, they are still deemed to be the fit choice considering their familiarity with the academic area, which is believed to be imperative when certain changes affect the student learning climate (Dungy, 2003), like in handling student affairs and services concerns.

Moreover, there is no standard structure that specifically says how a student affairs organizational structure and the related divisions, centers, offices, service providers should look like. The typology of the institution and its culture can influence the functions, organizational structure, and delivery of services (Manning, Kinzie, & Schuh, 2014). Different factors are also identified to be the reason for such differences in the organization model or structure. One would be the autonomy of some Higher Education Institutions in organizing their structure, as they deem fit and necessary. Others would follow what the Commission on Higher Education has prescribed in terms of the offices or services that should be present, but not all of them are generally under the realms of student affairs. The primary goal of establishing the student affairs and services offices is to ensure the holistic development of students through relevant programs and services, and doing so would entail certain preparations in handling the people, resources, project implementation, and the like. Thus, what arises is the need for the administrators and practitioners to have a broad understanding of different management styles applicable to the institution.

Running student affairs and services differs in every institutions as well as with the administrators or practitioners. It usually depends on their knowledge and exposure in handling teams or the whole organizations or their inherent leadership and management skills. There are also instances where the assigned practitioner will have to develop or enhance these skills to effectively and efficiently deliver the task of running the office and implementing programs and services.

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The Purpose of an Organization

*"...the purpose of [an organization] is not simply to [achieve performance targets], but is to be found in its very existence as a **community of persons** who in various ways are endeavoring to **satisfy their basic needs**, and who form a particular group at the **service of the whole society.**"*

-St. Pope John Paul II, Centessimus Annus, 35

This description of St. Pope John Paul II of what an organization is depicts the usual theoretical explanation of organization, with a more human approach centering on the opportunity to congregate as a community in order to fulfill identified purposes. Technically, an organization is defined as a group of people who work together in an organized way for a shared purpose. This technical definition is not very far in essence, but what differs is the emphasis given on the ideal purpose of satisfying the basic needs and to serve the whole society.

These purposes seem to be a tall order and are very idealistic, but they are not impossible to achieve. These purposes also highlight the capacity and ability of the community of persons to fulfill the purpose. Organizations are developed and continue to exist for many different reasons and purposes. In order to thrive, it is necessary that they always go back to the core and very reason of their existence. For business organizations, this may be to gain more profit and to ensure the delivery of goods and services. For an academic organization, it may be to educate the people and improve their quality of life. For student affairs and services, it is to support the academic experience for the holistic development of the students. These basic purposes will enable the organization to satisfy the basic needs of its members and clientele and be able to extend service to the whole of the society.

Being specific to student affairs and services, satisfying the basic needs would relate to the ever-changing needs and concerns of the students who are entrusted to our care. Having an organized structure will facilitate an easy implementation of the programs and delivery of the services. Having and being well-attached to the purpose will drive the student affairs organization to come up with strategies and solutions that will allow provision and satisfaction of the basic needs of the students. The successful execution of the programs and services that satisfies the basic needs is instrumental to encourage service to the whole society. The students who have undergone the programs and were provided services that satisfied their needs and helped them develop holistically will be the living testimonies of the opportunity to extend the provision and assistance to other members of the society. Whatever it is that they learned in the organization covered by the student affairs and services, they will carry it with them as they immerse themselves in the real world of work and in dealing with their fellowmen.

This leads us to a point that having valuable insights and understanding about leadership and management is important for the practitioners because generally, the student affairs and services is one organization sector that needs to be managed.

Question for Reflection:
What do you think is your purpose in your current organization/institution?

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Managing Student Affairs and Services

Student affairs and services practitioners must possess management skills to effectively handle the duties and responsibilities that go along with the position. It is necessary because the field basically requires handling of people—mainly students—implementing programs and activities, managing resources, addressing problems and concerns, and providing solutions. For a practitioner whose field of expertise may not be directly on handling the office and does not have that much experience in running an organization, it is important to have at least the basic knowledge of the concepts of leadership and management.

The Nature of Management

The *what* of Management

Management is technically defined as the process of planning, organizing, leading, and controlling human and other resources toward the effective achievement of organizational goals. This definition presents to us the functions performed by the managers using the available resources in order to succeed in achieving the goals.

The management thought introduced by Fayol (1984[1916]) highlighted the functions of management, such as planning, organizing, leading, and controlling. Meanwhile, Mintzberg (1973) pointed out ten roles of the managers based on intensive research and keen observation. He also grouped these roles into three basic categories. The first group gives emphasis on the interpersonal roles, including coordination and interaction with employees, performing ceremonial duties as a figurehead, establishing a motivating atmosphere among subordinates as a leader, and liaising by establishing and maintaining contacts outside the organization. The second group is about the informational roles of the manager, like gathering relevant information for the organization, disseminating external information to internal organization, and as a spokesperson transmitting information to outside stakeholders. The third group relates to the decision-making role of managers as they include initiating change and adapting to the environment, handling disturbances, resource management, and negotiating and dealing with other organizations (Mintzberg, 1973).

Fayol's four functions of management remain to serve as the framework that is most commonly used to describe management, while the study of Mintzberg helps better understand what managers actually do (Dyck, Caza, & Starke, 2018).

Functions of Management (Henri Fayol)

1. **Planning** – It is about deciding on an organizations goals and strategies and identifying the appropriate organizational resources that are required to achieve them. According to Dubrin (2009), planning is considered to be the central function of management as it pervades everything a manager does. In planning, the manager looks to the future. Decision-making is usually a component of planning as choices must be made in the

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process of finalizing plans. Planning is very important as it expands its contribution heavily to performing the other management functions.

2. **Organizing** – It is about ensuring that the tasks have been duly assigned, and a structure of organizational relationships is created to facilitate the meeting of organizational goals. It highlights the importance of having the needed human and physical resources, having clear functions that may inter-relate with other tasks or functions.

3. **Leading** – It is about relating with other members in the organizational unit so that their work efforts contribute to the achievement of organizational goals. Leading includes interpersonal skills in communicating with members, encouraging them, resolving interpersonal conflicts, fostering members' motivation, and so on.

4. **Controlling** – It is about ensuring that the actions of organizational members are consistent with its values and standards. The measures of control can be very visible, like setting policies and guidelines and constant monitoring of subordinates.

Managerial Roles (Henry Mintzberg)

Mintzberg (1973) exerted a lot of effort in following a number of managers to observe their regular duties and document how they perform their functions. His study resulted in identifying ten managerial roles common to all his respondents. These roles were found responsive to the management functions that were identified by Fayol. They are as follows:
1. *Entrepreneur* – proactively and voluntarily initiating, designing, or encouraging change and innovation;
2. *Negotiator* – making incremental changes related to plans and resources;
3. *Disseminator* – transmitting to members of one's organizational unit information that has been gathered from internal or external sources;
4. *Resource Allocator* – distributing all types of resources;
5. *Liaison* – building and maintaining a good structure of information contacts beyond the boundaries of a manager's specific work unit;
6. *Leader* – communicating with subordinates, including motivation and coaching;
7. *Spokesperson* – transmitting decisions and other information up, down, and across an organization's hierarchy, and/or to the general public;
8. *Figurehead* – representing an organizational unit in a symbolic or ceremonial capacity;
9. *Monitor* – acquiring internal and external information about issues that can affect the organization; and
10. *Crisis Handler* – taking corrective measures when things are not going as planned.

Why learn about Management?
Learning about Management is valuable as it allows a person to develop skills to improve his/her abilities and be able to contribute more to the organization. Other specific reasons are as follows:
1. To develop technical, social, and conceptual skills;
2. To improve a person's understanding of the responsibilities of managers;

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3. To improve the understanding of the societal roles the managers play;
4. To help improve the ability of the organization to create and capture value; and
5. To foster self-understanding.

The *why* of Management

In the past, the focus of management was usually on the end-goal of increasing profit and delivering the services. The theories and known description of management tell about how the different functions must work together to ensure the achievement of the goals and objectives. At present, the why of management may still be the same—attaining the targets and ideal levels of productivity—but the approach or management styles on how to achieve them have already changed.

> *Management "deals with people, their values, and their personal development ... management is deeply involved in moral concerns."*
> - *Peter Drucker*

Modern management has allowed the evolution of the classical theories of management and the old-school styles of managing the organizations. There is now a big deal on what is happening along the process and that concerns the human factor and the environment. The effectiveness and success of an organization do not rely on its output alone but also on how well the organization treated its people and how it has made an impact to the environment.

The idea of effectiveness draws attention to larger, meaning-of-life, and overarching goals that shape management. The question of what it means to be a "good" manager draws attention to the fact that managers, like anyone who makes decisions that affect other people, have moral obligations (Dyck, Caza, & Starke, 2018). So what does it mean to be an effective or a successful manager? It actually depends on the criteria people use to evaluate success. For student affairs and services, effective and successful management must be drawn from how the office has created an impact to the lives of the students. Given this, certain approaches are suggested in managing the student affairs and services organization – Humanistic Management and Social and Ecological Thought Management.

Humanistic Management

One management style or approach that best supports the ideal nature of organization is Humanistic Management. Melé (2016) describes Humanistic Management in its broad sense that regards concern for persons and the human aspect of managing organizations. The main purpose of this management approach is the integral development of man. It is not directed only to produce results through people, but also, and most importantly, toward the people themselves, by displaying attention for their growth and general welfare. Humanistic Management acknowledges the centrality of people as fundamental for the success of business management.

Humanistic management approach values the human being as both rational and emotional. It recognizes the talents and creativity and the potential to introduce innovation. It sees the human being as someone who can be motivated, cooperates, and can develop feelings of resentment for

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the organization or take pride at belonging in it depending on experiences. Taking care of people's motivations, and in general, having a more complete view of the human being, are seen as important aspects of management (Melé, 2016). Arnaud and Wasieleski (2014) see the core of humanistic management as promotion of self-determination at work. This promotes the treatment of employees with respect and the organization focuses on their well-being, satisfaction, and self-actualization while at work.

Scholars who advocate the humanistic approach in management also emphasize the dignity of each person and recognize the preeminence of people over material goods and business paradigms. Dierksmeier (2011) posited that management theory should move toward a humanistic paradigm centered on the idea of human dignity.

Human Dignity

Dignity implies being worthy of honor or respect, and all human beings are entitled to an inherent human dignity, considering the immeasurable worth of each individual regardless of gender, race, religion, or sexual orientation. Dillon (2015) shared that a human being, as expressed by Kant, possesses a dignity by which he/she exacts respect for himself from all other beings in the world – things have price while person have dignity. In practicing humanistic management, the consideration of human dignity is top priority.

Human dignity supports the existence of innate universal and inalienable human rights which should also be respected. Human dignity and human rights are highly regarded within international law, national constitutions, and applied ethics. As managers, both must be taken into consideration in expressing the functions of management and exercising the roles. Recognition of and respect for human dignity and rights allow human being to flourish, especially when the people are treated justly and humanely, with benevolence, and respect to human openness to transcendence.

Human Development at Work

Work is seen also as an opportunity for a person to grow and develop. There are certain experiences that allow a person to gain technical skills and improve the self because of the work being done. Human work contributes to both production and personal development, by acquiring both the professional skills and moral virtues. Since work directly proceeds from the person, in a certain sense, shares the human dignity of the worker (Tablan, 2014).

Since work allows human development, the different forms of well-being of an individual must be taken into consideration. The development of these forms may happen intrinsically depending on how a person views the work or through the efforts of the organization to ensure wellness and productivity of the people.

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Forms of Well-being	Description
Bodily Development	The physical structure of the workplace and the design of work-processes and equipment are calculated to protect employee's health and to respect their overall, physical well-being.
Cognitive Development	Employees' expected contributions to the work-process are made intelligible to them; jobs are kept "smart" to exercise and develop employees' talents and skills; overall, employees' cognitive abilities are matched to proportionately challenging work.
Emotional Development	Through the freedom to take initiative without fear of reprisal, employees exercise responsibility and accept accountability for their work.
Aesthetic Development	Craftsmanship is encouraged, and within the limits prescribed by their uses, products are designed and manufactured with an eye for beauty, elegance, and harmony with nature. Services are conceived and delivered in ways that honor the human dignity of both the provider and the receiver.
Social Development	Internally, the organization encourages appropriate expressions of collegiality. The organization exhibits a "social conscience," encourages the same in employees, and supports employees' initiatives in the direction of service to the wider community.
Moral Development	The organization's managerial practices and work rules recognize that human acts are as such moral acts. Thus, working relationships of every kind should demonstrate respect for the human dignity of each party to them.
Spiritual Development	Work is understood as a vocation and valued as collaboration, in the presence of God, for the good of one's fellow human beings.

Points to Ponder on:

"Work is a good for man – a good thing for his humanity – because through work man not only transforms nature, adapting it to his own needs, but he also achieves fulfillment as a human being and indeed in a sense becomes 'more a human being'."

- *St. Pope John Paul II, Laborem Exercens*

Questions for Reflection:

1. What kind of management approach do you practice and how does it promote human dignity?
2. What elements in the work environment promote well-being among the workers?
3. What practices have been found effective in resolving conflicts among workers?

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The Dignity of Work

Over the years, the perspective in work for most business organizations has evolved from the direct goal of gaining profits or results to being more considerate of the human factor. Figure 1 below shows the difference between the objective and subjective dimensions of work.

The objective type focuses on the direct delivery of work in order to attain results, while the subjective dimension looks at how the value of work affects the well-being of the person first rather than directly aiming for the results or profit. This system promotes human dignity at work and is believed to have increased people's productivity.
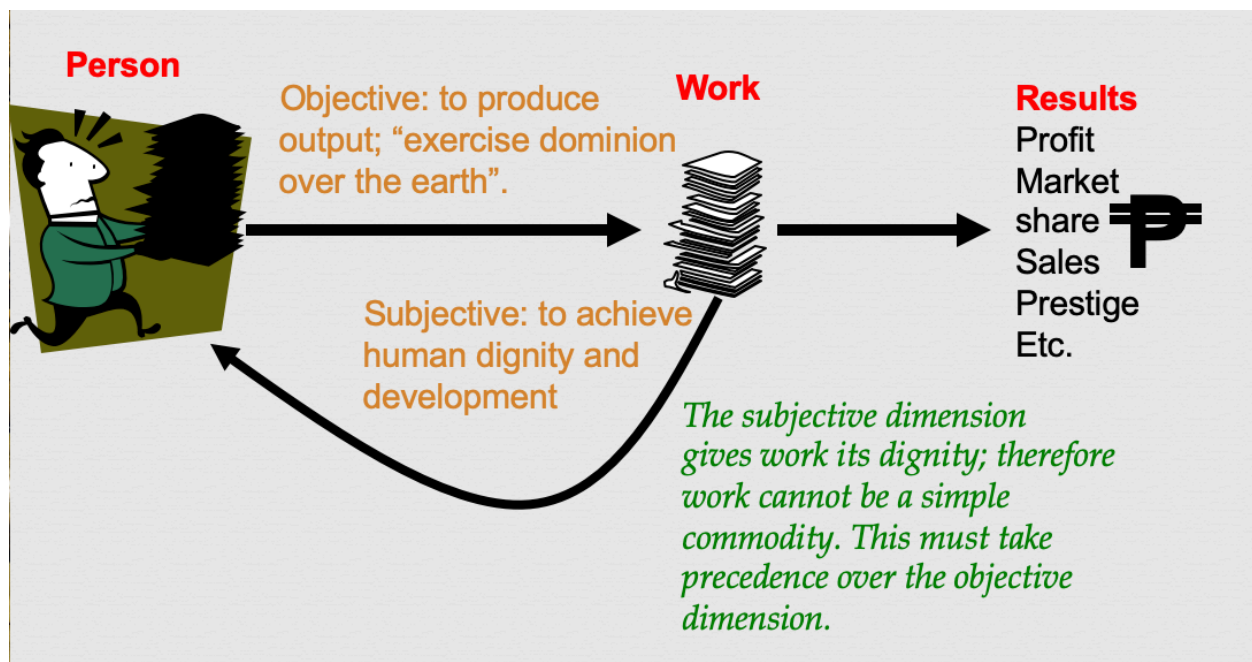
Figure 1: Objective and Subjective Dimensions of Work

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Activity:

1. Using the Forms of Well-being as your reference, evaluate the over-all well-being of your organization by drawing a flower, with each petal representing one form of well-being. A bigger petal means that form of well-being is nurtured well, while a small petal means that form of well-being has not been adequately nurtured.

Example:

The Various Facets of Integral Human Development

Bodily
Cognitive
Spiritual
Material Goods
Emotional
Moral
Aesthetic
Social

Adapted from Alford and Naughton
Managing as if Faith Mattered, 2004
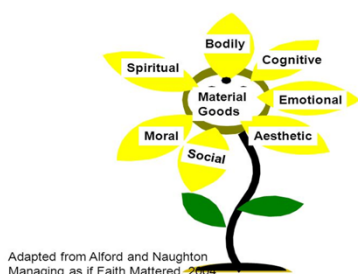
Your drawing here:

2. Answer the following questions:

What action points can be done to nurture the overall well-being of your organization?
How can you promote the integral human development of the people in your organization?

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Humanistic Management Methods

Humanistic Management can easily be practiced and adapted in an organization following the suggested practical methods:

Methods	Description	Example
1. Uniform respectful and concerned treatment	Consistently acknowledge, engage, and appreciate all members of the organization.	Greeting by name, approaching and having small talks, being polite, saying "thank you", etc.
2. Emphatic communication	Actively listen to understand more than just to hear. Respect different perspectives and acknowledge concerns and difference.	Promote open communication, dialogues, and consultations. Exert effort in paraphrasing statements until fully understood. Prevent equivocal statements and decisions.
3. Coaching and Mentoring	Being able to serve as a guide and provide encouragement to develop peoples' full potential.	Set time for regular sit-down consultation and discuss work experiences or challenges and provide reasonable advice and guidance.
4. Humanistic job design	Create functions that allow the person to think critically and analytically. Promote work-life balance and health.	Give thought-provoking tasks, follow a reasonable schedule, provide conducive work environment, provide health maintenance facilities, etc.
5. Participative, Quality-oriented Management	Allow participation of people in discussions related to the improvements and value contributions. Encourage the application of suggested improvements in the system or process.	Conduct quality circle training and projects; introduce a feedback mechanism, systems and processes review; promote community-building, etc.
6. Living wages	Provide commensurate salaries and wages based on the functions and expected deliverables.	Set ceiling on ratio of highest to lowest pay given, profit sharing, performance bonuses (money or kind), etc.
7. Just termination or separation	Set clear policies and guidelines on separation and termination.	Observe due process in attending to personnel cases.

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Social and Ecological Thought (SET) Management

Social and Ecological Thought (SET) Management is another management style or approach that expounds on the value of humanistic management. SET can be described by its emphasis on enhancing social and ecological well-being while maintaining financial viability. SET Management recognizes the importance of financial viability, but it encourages managers to improve social and ecological well-being even when this does not maximize the financial well-being of the organization. In other words, the SET approach realizes that management involves a larger "set" or collection of factors that go beyond maximizing the profits, and that management is "set" or embedded within larger social and ecological environments.

SET Management is based on the virtue theory, which focuses on how happiness is achieved by practicing virtues in community (Aristotle, 1962). The SET approach emphasizes virtuous process and character, not financial outcomes. Indeed, virtue theory deems it unethical to maximize economic goals for their own sake (Leshem, 2016). Virtue theory goes back to ancient Greece and philosophers like Aristotle and his peers, who argued that using money simply to make more money and achieving luxurious amounts of financial wealth are dysfunctional and unethical. Rather, according to the virtue theory, the purpose of human activity is to optimize people's happiness, which is achieved by practicing virtues in community.

From a virtue theory perspective, the purpose of a business is not to make as much money as possible, but rather to optimize the socio-ecological value of the goods and services it provides. SET Management promotes the essence of looking at work as something meaningful as it serves a definitive purpose. It adds value to performing the management functions because it encourages a conducive environment for working while contributing to the development of the society. This is quite similar to how student affairs and services should be delivered. The practitioners must ensure that the students under their care will be trained and developed to their full potential to be able to give back and become productive members of the society.

SET Approaches to Meaningful Work
The use of the SET approach encourages the creation of meaningful work, having in mind that the end goal is improve the lives of the worker and the environment. Its output may be best appreciated as follows:
1. Meaning comes from giving help to coworkers (instead of only receiving)
2. Meaning comes from meeting customer needs (instead of only wants)
3. Quality of life more important than quantity of stuff
4. Decrease gap between rich and poor
5. Provide opportunity for spiritual growth in the workplace

SET Approaches to Relationships at Work
SET approach also promotes healthy relationships at work with the following:
1. De-commodifying goods and services and reinfusing them with relational values;
2. Reintroduce the idea of compassion in the workplace; and
3. Emphasis on gratitude.

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Levels of Managerial Humanism

Level 1 – Working "Through" People (Instrumentalism)
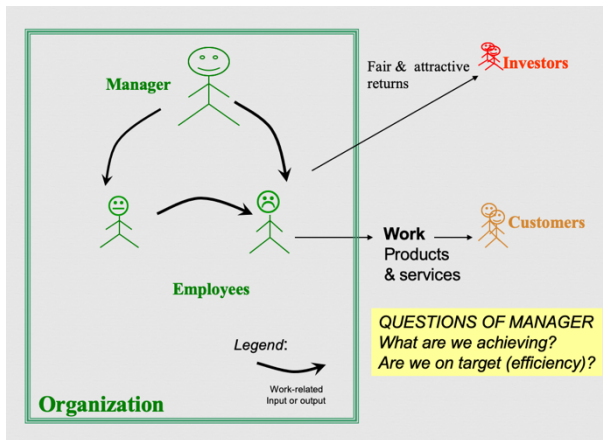
At this level, the contribution of the people as workers is taken into consideration as instrumental for the fulfillment of the organizational goals and objectives.

The manager ensures that the work given is fair, acceptable, and essential to reach the targets with the employees, fostering a great sense of efficiency. The manager values the people and the work that they do.

Level 2 – Working "With" People (Teamwork)
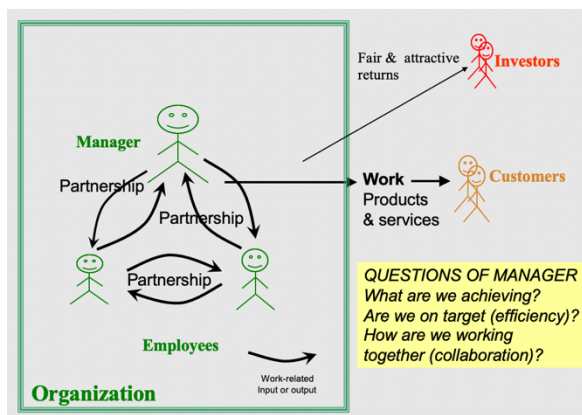
At this level, the people are seen as partners in achieving the organizational goals and objectives. There is an open communication as to what the expectations are, and the people are allowed to give feedback to the managers on what they think about the work that is to be done.

The manager encourages Collaboration to highlight the importance of each member of the team in meeting success.

Level 3 – Working "For" People (Socially-responsible Manager)
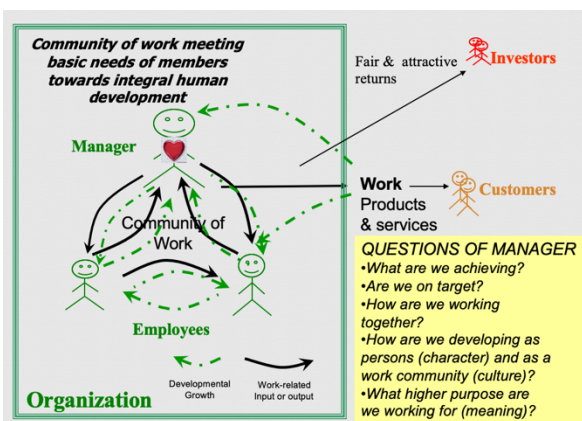
At this level, the heart of the manager is highlighted as he/she takes into full account the integral human development of each member of the organization. It still promotes the first two levels while adding value to community-building, culture development, and serving the purpose.

The cycle encourages a conducive environment where everyone is motivated to perform their tasks effectively and with precise efficiency.

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Strategic Management

Aside from being humanistic and socially and ecologically conscious, modern managers are still expected to be aware of the how to manage the different strategies that will respond to the needs of the organization. Student affairs and services practitioners, as modern managers, must be equipped with the necessary tools in developing strategies to address both the concerns of the office, the educational institutions, and the students. Strategic goals and objectives are often developed as an institution and student affairs and services is expected to support and respond to these through strategic operational plans and initiatives.

Strategic management (Figure 2) is defined as the process of evaluation, planning, and implementation designed to maintain or improve competitive advantage (Sammut-Bonnici, 2015). As a process, an organization must go through each of the phases to come up with appropriate strategies. According to Hitt, Ireland, and Hosskisson (2012), a strategy is an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage. The evaluation phase involves the assessment of the internal and external environments. Planning allows the development of models, direction, and decisions on action points. The implementation stage allows leaders and managers to monitor the organizational structure, culture, and control of the strategic process.
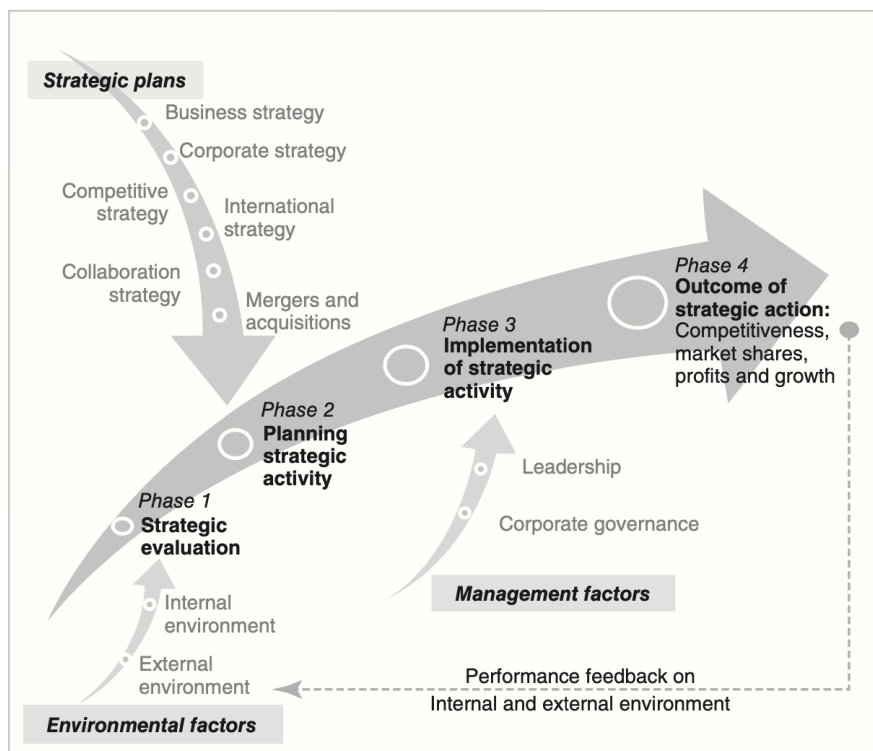
Figure 2. Components of Strategic Management
Source: Sammut-Bonnici (2015); Adapted from McGee, Thomas, and Wilson (2010)
and Hitt, Ireland, and Hosskisson (2012)

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Strategic Management Process

Competition among different business organizations has been increasing the accessibility of customers to better goods and services. This promotes constant improvement and development of quality goods and services that will be responsive to the needs of the clientele. Similar to any business entity, educational institutions also need to gain or maintain their competitive advantage. The school administrators will have to be aggressive in ensuring that there are students coming in to study in their schools in order for them to deliver and achieve their main purpose. Educational institutions come up with strategic plans that are directly responsive to their set mission and vision while there are some that are business-centered and build strategies to gain profit. Educational institutions also follow the phases of strategic management process to develop ways of ensuring competitive advantage and existence despite the many challenges that may come.

Phases	Description	Example
Phase 1: Evaluation	An in-depth assessment of the internal and external environment must be done to determine the status or position of the institution in the market and how it is responding to its goals and objectives. The internal environment assessment focuses on the available resources which can be developed to organizations capabilities. The external environment refers to the variables that are beyond the control of the organization, like the political, economic, or social.	Conduct analysis and consider tools like SWOT to determine the internal Strengths and Weaknesses and the external Threats and Opportunities
Phase 2: Planning	Strategic plans include having a roadmap of the organizational goals and objectives. It starts by determining the objectives, followed by the formulation of appropriate strategies and plans and deciding on the action points to be implemented to achieve the objectives.	Setting of strategic initiatives that will be responsive to the strategic plans of the organization/institution
Phase 3: Implementation	This phase requires the leadership and management skills of the administrators who will monitor the realization of the strategic plans. It also encourages corporate governance to facilitate the controls for the strategic actions.	Setting of Operational Plans with clear Key Performance Indicators that will serve as guide in determining the level of achieved targets based on the strategic plans and initiatives
Phase 4: Outcomes of strategic actions	These are the tangible and visible outputs from the actions taken as a response to the strategic goals and objectives.	Regular updates and reports on the accomplishments related to the set initiatives that are responsive to the institutional strategic goals

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Strategic Planning

Planning means deciding on an organization's goals and strategies and identifying the appropriate organizational resources that are required to achieve them (Dyck, Caza, & Starke, 2018). It sets the activity of working out how the organization will achieve its objectives. The organizational plan focuses on responding to the set goals and objectives. It determines where the organization is going and how it will get there. Kotler et al (2007) also mentioned that strategic planning encourages management to think ahead systematically. It forces an organization to sharpen its objectives and policies, which leads to better coordination of organizational efforts that provides clear performance standards for control. It also helps organizations to understand how to compete more effectively for the future.

Ong (2016) made mention that a strategic plan helps a school define what it intends to achieve when it comes to their student success objectives and organizational goals. A combination of good planning and communication will ensure that all stakeholders, including parents, teachers, administrators, principals, board members, and community, are all striving for the same goals. Successful strategic plan implementation requires proper management of budgetary and time resources, the creation of high-output teams, and the consistent monitoring of all progress (Ong, 2016). Competitive advantage further drives educational institutions to become more responsive to the changing milieu of higher education. Hunter (2013) stated that as internationalization becomes increasingly integral to colleges and university operations, it raises question of institutional capacity and whether the university is in fact able to respond to the new challenges it is facing. He further stated that strategic planning is often used as a key tool for a more rational and systematic approach to bringing about the necessary changes for a better institutional direction and daily operations towards competitive advantage. The strategic plan is a formalized written document which contains a complete list of decisions taken by the university governing institutions and defines the streams of action to undertake in order to attain the predefined objectives (Bronzetti et al, 2012).

Bringing it down to the level of the student affairs and services sector, the strategic plan serves as the guide in coming up with the programs and services for the students. The specific programs and activities serve as their strategic initiatives that support the strategic goals and respond to the strategic plans.

Coming up with a plan may be simplified by following this checklist:
1. Describe exactly what steps and actions are necessary to meet your goal/s
2. Identify the resources (financial, time, human) that are necessary to perform the activities
3. Ensure that the required resources are available (find ways to gather lacked resources)
4. Identify in what order and when each action needs to be performed
5. Put your action into plan

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Strategic Plan Template

Project Name	Event ABC					
Project Manager	Anthony G.					
Goal	Successfully implement marketing event					
Action	**Responsible**	**Priority**	**Status**	**Start Date**	**End Date**	**Resources Needed and Notes**
Objective #1: Select Venue						
Identify venue options	Sally J.	High	Complete	9/30	10/2	P200,000
Visit venues	Sally J.	High	Complete	10/5	10/9	Must send contracts by 10/10
Sign contract	Maria S.	High	Complete	10/12	10/12	
Objective #2: Secure Speakers						
Recruit speakers	Sally J.	High	In progress	10/7	10/12	Mailing list, P100,000
Speaker bios	Sally J.	Medium	Not started	10/12	10/14	
Create and send speaker packets	Maria S.	Medium	Not started	10/13	10/16	Send to stakeholders
Confirm speakers	Sally J.	High	Not started	10/17	10/18	
Objective #3: Recruit Sponsors						
Identify sponsors	John S.	High	In progress	10/13	10/19	Mailing list
Write up sponsor agreement	Maria S.	Medium	Not started	10/15	10/16	
Send emails	John S.	High	In progress	10/19	10/21	
Make cold calls	John S.	Medium	Not started	10/21	10/23	From sales team
Objective #4: Promote event						
Create banners	Morgan K.	Low	Not started	10/26	10/28	P25,000
Order swag	Morgan K.	Low	Not started	10/28	10/28	Coffee mugs, totes, pencils
Create social media strategy	Corrine J.	Low	In progress	10/13	10/26	
Make marketing materials	Karen Z.	High	Not started	10/26	10/30	

The template suggests completeness of the details to ensure clarity of the action points. Setting a clear goal and objectives will help convert the strategic vision into specific performance targets. The goal serves as the driving force that inspires the objectives and the specific tasks that need to be done. Identifying the person/s-in-charge for every function is necessary to set the expectations and contribution of each team member. The role of the project manager is to lead and oversee the status of each action, provide assistance and solutions if there are challenges along the way, and to track the progress and performance of assigned members. The student affairs and services practitioner may use this template in creating strategic plans.

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Change Management

Management of change is crucial to the survival and success of any organization, especially now that we are in a highly competitive and dynamic environment. Educational institutions as an organization are also bound to face the challenges of the changes in education milieu. The field of student affairs as part of the educational landscape has learned to acknowledge the changes and the evolving needs of diverse students. The student affairs practitioners have also learned to adjust and adapt to different scenarios and situations. Their response to the circumstances also varies. Responses differ on the situations and solutions were applied based on their previous experiences, best practices of other institutions and personal beliefs and values. Unconsciously, the student affairs practitioners have already been practicing change management.

Managing change, according to Nickols (2016), has two meanings. First, it refers to the making of the changes in a planned and managed or systematic fashion. The goal is to effectively implement new methods and systems that were triggered by changes in the environment. The second meaning refers to the response to the changes brought by uncontrollable factors such as legislation, social and political unrests, etc. Simply, managing changes may be borne out of proactive or reactive responses that are needed to help the organization to thrive.

How do you manage change?
More formally, student affairs and services practitioners may use the change process of "Unfreezing, Changing, and Refreezing" as a framework to manage the changes. Unfreezing means going back to the details of your current systems, policies, and practices, to identify problems that must be addressed. After determining the things to change, it is time now to actually create changes by instituting new approaches and responses to the current system. Finally, after setting the necessary changes, that last thing to do is to refreeze the system, policies, and practices by documenting it and ensuring that all stakeholders are properly informed.

Managing the changes on the delivery of student affairs and services may be attributed to the different models of practices and the underlying theories that served as framework for such models. Manning, Kinzie, and Schuh (2014) discovered that the institutions have different approaches to student affairs. These models provide student affairs and services practitioners an opportunity to reflect and be guided on how to respond on the changes at hand. The traditional and innovative models may assist the practitioners in finding solutions in handling the changes in the organization.

Change is said to be constant and managing it is necessary as it plays a vital role in the development of the organization as it brings stability. Also, change may generate resistance from people and in an organization, which may be a reason for the difficult implementation of the needed changes. Hashim (2013) emphasized that change management also provides good culture and sound working system to the organization as it creates top to bottom approaches to facilitate and promote the need for an organizational culture where members perform their functions in an effective and efficient manner. Educational institutions, along with the SAS practitioners, must be ready with the mechanisms in facilitating the process and addressing the concerns in the organization.

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Enrichment Activity - Case for Change Template

The Case for Change Template is a tool that provides the Change Manager with one place to capture all the reasons a change needs to occur.

To reveal the reasons for the change, answer the following:

Background What current problems need to be solved? How did we get here?	
Current State Where are we now? Why is what we're doing currently not working? What opportunities are being missed?	
Risks of Not Taking Action What future problems are anticipated if no action is taken? What is the impact to the organization?	
Benefits of Taking Action What are the benefits of making the change? What is the impact to the organization?	

Adapted from Linkage and Bain & Company

Key Learnings of the Module

1. Student affairs and services practitioners must be trained in the field of management to prepare them in handling management functions and roles that are necessary for the delivery of the programs and services.
2. Modern management approaches, such as Humanistic Management and Social-Ecological Thought Management, may be adapted as framework in ensuring the holistic development of the students as these styles value the importance of human dignity and giving back to the community and respect to the environment.
3. Strategic management and change management provide helpful tools that will enable the practitioners to achieve the goals and objectives in an effective and efficient manner.

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Module 5: Dynamics of Transformational and Ethical Leadership

Dynamics of Transformational and Ethical Leadership

by

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Abstract

Leadership formation is an important function of Student Affairs and Services (SAS) practitioners. Leadership formation, however, is not simply the narration of sound leadership techniques. The concept of leadership, or what is desired of leaders, has evolved through human history, driven by assumptions about human nature and the nature of the relationship between the leader and the led. As such, early concepts of leadership may not exactly be compatible with the ideals of Transformational and Ethical leadership. This article thus examines the ideals of the latter forms of leadership. Section I examines the basic difference between *management* and *leadership.* Meanwhile, Section II reviews the evolution of leadership theories, exploring the underlying value assumptions and contexts influencing them. Section III probes further the *humanistic* concept of leadership in which Transformational and Ethical Leadership is situated. Section IV examines the manifestation in human societies and institutions of the transformational ideal, or of its absence. Section V then places leadership formation in the context of the needs of the country, and the constitutional mandate on the education sector. The module concludes with matters for reflection for the SAS Practitioner.

Course Intended Learning Outcomes
At the end of the module, the reader will be able to:
1. demonstrate competence in understanding the differences in various leadership theories;
2. understand the essential characteristics of Transformational and Ethical Leadership; and
3. spot opportunities for and challenges, including one's predisposition, in creating and recreating structures, programs, policies, and practices that can lead to a transformational leadership and followership or citizenship culture.

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Introduction

Education properly belongs to a humanistic society. It inherently seeks to deepen and enrich the meaning of human existence and to pave the way to full human flourishing. It aims for the good of every individual alongside that of the entire human society. The vision of the Common Good is central and endemic to the concept of Education. For Educators and Student Affairs and Services Practitioners, a Leadership Formation Program that promotes a Transformational and Ethical style of leadership (and citizenship) can be a direct contribution to the Common Good.

The concept of leadership, however, is not timeless and enduring. It has evolved from assumptions that may not necessarily be always liberating and empowering, as viewed from current perspectives. Hence, Leadership Formation must be critically and discerningly approached, first by exploring the context and evolution of leadership concepts, including one's own, then by examining their manifestations and application in organizations and institutions. The Educator or the SAS Practitioner must examine existing policies, processes, and practices and surface assumptions embedded in them that nurture and further a transformational culture, and challenge those that promote the opposite.

Leadership and Management

"Management is doing things right," while "Leadership is doing the right things". These statements of Warren Bennis and Peter Drucker give a quick and easy distinction between leadership and management.

A classic story narrated by others is that of a group of workers and leaders in a remote island tasked to cut a road through a dense jungle. They were to make their way to the coast and build a port that could be a new lifeline for the village situated deep inside the island. They were quite good and efficient at the task given to them, making progress at quite an admirable rate and considering the challenges that a dense jungle presents. Several months into the heroic project, one curious worker decided to climb the highest tree that jutted out of the thick jungle. Upon reaching the top, he took a short rest, scanned the surrounding environment, then shouted a disturbing discovery, "Wrong way!"

It is always possible to have in place all the needed Who, What, Where, When, and How to implement a project, and to do it well. A dutiful teacher may have delivered the lessons based on the well-laid out lesson plans day-in and day-out, continuously producing students who give correct answers to the majority of questions in the subject requirements. The club adviser may have guided the leaders of student organizations well, getting them to comply efficiently with requirements of the Student Affairs and Services office to justify the budget allocated to the organization. A good manager or administrator puts together all these ingredients and makes the project run very well.

However, ensuring that it is the right and noble thing to do, and getting everyone to believe in it takes vision and leadership. Management or administration without leadership is not enough. A club adviser may have succeeded in guiding a student leader to perform efficiently in the

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organization, but it may not be enough to guarantee that this young person likewise learned the importance of transparent organizational processes designed to serve the greater good and prevent the abuse of organizational resources for personal benefit, or what is normally referred to as "graft and corrupt" practices. The latter requires the advocacy of a vision of the Greater Good, of a quality of persons, which is valued higher than efficiency.

"Leadership is a relationship of power for a specific purpose that is consistent, or eventually consistent, with the motives, needs, and values of both the leader and the led" (Fairholm, 2001). The "right thing" is typically a cause that addresses important and essential needs of the constituents. Not everyone may be aware of it, or may realize its importance at the beginning. However, a good leader is able to present a very vivid and compelling picture of what is good, or a more meaningful view of a person's existence – a vision that constituents find so meaningful, attractive, and compelling, that they find themselves getting attracted to it, desiring it, and looking for ways to achieve it.

Evolution of Leadership Theory[1]

Many leadership and management theories have been proposed. The Twentieth Century, driven by industrialization and the search for more efficient ways of managing the organizational machinery, saw a flourishing of research on management and the concept of leadership. The following are some of the more distinct models that have been articulated across human history:

The "Great Man" or Trait Theory

The earliest concepts of leadership focused on the extraordinary traits of individuals, usually biological males, that destined them to become leaders. It was hard not to view these individuals as heroes. Machiavelli's The Prince in 1531 is one of the earliest articulations of this understanding of leadership. Leadership was seen as a function of who the leader is and what the leader is like.

The leader is one who is endowed with the extraordinary character and traits that enable one to "seize the moment" in situations of challenge and to steer it towards success in the attainment of objectives. Stogdill (1974) identified outstanding personal traits like a strong sense of responsibility and the focus on task completion, persistence on goals, curiosity, and "out-of-the-box" thinking in problem-solving, initiative in social situations, confidence in oneself, a clear sense of personal identity, the willingness to face the consequences of one's decisions and actions, the capacity to handle interpersonal stress, the willingness to face frustration and delay of desired results, persuasive influence over other persons, and the talent to organize people according to the objective that needs to be attained.

"Leaders are born, not made," as the saying goes. Leadership is a privilege that only a few are born to enjoy. These few are the center of the group and its life.

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[1] A good quick summary of the evolution of the concept of leadership is Lucy E. Garrick's article "*Five Hundred Years of Leadership Theory: Learning to Lead is about Learning to Learn*". It can be accessed at https://www.scribd.com/doc/15970829/500-Years-of-Leadership-Theory

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Behavior Theory

"Great Men" do things that are not always obvious to ordinary people. Different situations present challenges which could stop ordinary people dead in their tracks. There are also situations which present opportunities that can be harnessed to bring about success. "Great men" seem to have a knack for confronting and overcoming challenges, spotting the opportunities, and doing the right things.

However, if leadership comes from what leaders do, then it may be possible to learn and copy these things that leaders do. The focus on leaders' behavior opened opportunities for ordinary mortals to begin aspiring to become leaders. If it can be observed, perhaps it can be learned. Ordinary individuals, then, have a chance to become leaders!

From the 1930s onwards, leadership research (e.g., by Kurt Lewin, Ron Lippit, and R.K. White) began looking beyond personal traits into behaviors which can be observed and learned. The process of decision-making, for example, became a topic of interest. The relationship of the leader with the followers and the dynamics within organizations is another example.

A popular model in the 1960s and 1970s is Blake and Mouton's Managerial Grid Theory (1964), which simplified leadership effectiveness to a combination of two factors represented on a grid - *concern for production* (x-axis) and *concern for people* (y-axis). The varying conditions of low to high concern for production (or producing the intended output or outcome) and for people produce five distinct leadership styles. A low concern for production with a low concern for people is called the "Impoverished Style" and is considered the style to avoid. A high concern for production combined with a low concern for people is referred to as a "dictatorial" style and given labels such as "Sweatshop Management" or "Produce or Perish Style".

The Managerial Grid Theory proposes that there is a preferred and ideal style, considered optimal in its high concern for both production and people. This is the so-called "Team Management Style." While considered as a leadership theory, the Managerial Grid Theory was very popular because it was actually seen as an effective management tool, a method for producing the desired group output.

Despite the fact that a lot of researches examined leaders' behavior that contributed to successful or failed leadership, there was also a growing awareness of variables beyond the leader's person. A criticism of the early concepts of leadership pointed out that they tended to discount the situational contexts of organizations and the broader environment in which the leader's actions are situated, which pose variables beyond the leader's conscious control. Leadership studies broadened to factors affecting the group, the organization, and those in the greater environment in which the organization is situated.

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Contingency and Situational Leadership Theories

The Contingency and Situational Leadership theories focused more attention to the group, shifting from the traditional focus on the leader.

Fred Feidler's *Contingency Theory* (1967) is one prominent theory in this area. In the specific situation, it looks at the level of trust of the group in the leader (Leader-Group Relations), the clarity of the task to be performed (Task Structure), and the authority available to the leader to reward or sanction group members (Power). On the side of the leader, it puts importance on knowing one's leadership style and the importance of finding the group that best matches one's style. One may find oneself bound in a situation where the combination of relations, task, and authority limits one's effectiveness as a leader.

Critics point out that the Contingency Theory gives the leader very limited options. From the Contingency Theory's perspective, the best one may be able to do in a situation where one's leadership style does not match the group situation is to be aware of the mismatch, and hope that one may be able to find soon a group that matches one's leadership style.

The *Situational Leadership Theory* of Hersey and Blanchard (introduced in 1969 as the "Life Cycle Theory of Leadership") likewise examines the variable combination of the leader's Relationship and Task behavior. "Relationship" would mean the socio-emotional support, the "psychological strokes" or the facilitating behavior needed by the group to stay together and work with the leader. "Task" is also viewed as the clarity of the details of what need to be done and how it is to be done. A third factor, "Maturity," looks at both the willingness (motivation) and the preparation (training and experience) of the group members to take the task at hand—it is specific to this and is not about general personal maturity.

The combination of these three (High/Low Relationship; High/Low Task; High/Low Maturity) will give a "reading" of the "Readiness" of the group. A group may vary from low to high readiness relative to a particular task.

Unlike the Contingency Theory, however, which puts more effort toward finding the group situation that fits the leader's style, the *Situational Leadership Theory* gives the leader greater flexibility by proposing varying leadership styles which the leader may adopt to fit the group's situation. It presents four levels of Follower Readiness, and four corresponding Leadership styles which fit the levels of Follower Readiness. The leader has greater flexibility in addressing situations of varying follower readiness, presenting a higher chance of success in attaining goals.

It demands the leader's ability, however, to accurately read the group's situation. The group's readiness may change depending on various factors. A change of task, for example, can change a group's level of readiness from high to low. A task which the group was never trained to do will render the group low on readiness, requiring the leader to be more directive and less facilitative in style. A group, however, will be considered high in readiness when a new task given is related to its training or experience. Such will enable the leader to use a style that is more delegating and less directive.

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A central idea in the Situational Leadership is that there is no "best" style of leadership. It is dependent on the task at hand and the group's readiness for it. It requires flexibility on the part of the leader, as well as sensitivity to the group's changing levels of readiness. From the Great Man perspective, a strong will may be a major asset. However, from the Situational Leadership perspective, a strong and assertive will is inadequate because one cannot just barrel one's way through a situation at all times. One's outstanding qualities may fall short of expectations if one is unable to respond properly to the changing needs of the group and the situation.

Beyond the Leader

One way of understanding the evolution of leadership studies will be to look at the focus of attention. In early studies, much attention was focused on the qualities of the "Great Man". Then, the questions on what make leaders effective, riding on the desire to understand sound management, led to the scrutiny of the situation of the followers and the context in which the leader and followers operate.

Much of the inquiry, however, will still be in the context of the organization within which the leader and the followers operate. This is a reminder of the fact that a lot of leadership studies were actually management studies, interested in the twin concerns of efficiency and effectiveness in running a group of people to produce certain desired economic results. The inquiry into what constitute the success factors led the scholars to consider factors that went beyond the leader. These are factors that go way beyond the direct influence of the leader, or lay deep within that they may be unknown to the leader, hence, likewise "beyond the direct influence" of the leader.

Post-Second World War studies critiqued the limitations of focusing merely on the factors found in the internal environment of the organization. The Open Systems Theory that emerged as a reaction to the inward focus of inquiry asserted the strong influence of the external environment – the economic, political, and socio-cultural setting in which the organization is situated and operates. In management parlance, the external environment presents opportunities that can propel the group to success, or threats that can sidetrack or totally frustrate all efforts.

Sensitivity

The Contingency and Situational Leadership theories highlight the importance of sensitivity as a leadership competence. It is going beyond oneself as a leader and having a capacity to listen, a willingness to set aside one's will and one's view of things and to give consideration to others' experience. It is a "soft" competency which will not have occupied a prominent place in the Great Man Theory. However, it is a capacity that strengthens one's effectiveness in managing the relationship of the leader and the group. In the Situational Leadership Theory, the inability to read the situation of the group can lead to ineffective leadership.

What these developments bring is the realization that leadership is not just about the practice of the outward-directed will, assertion and power. It is also very much about the softer qualities of sensitivity, openness, and receptiveness.

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Evolution to a Humanistic Concept of Leadership

Self-awareness

Educators as leadership formators will appreciate more current leadership and management theories which piggyback on the ideas and contributions of others and recognize the central importance of personal development.

Chris Argyris, a management scholar with a strong grounding in psychology and organizational behavior, believed in people. He ushered in the era that emphasizes the importance of personal development and learning to the success of organizations (which, typically, were business organizations although the concepts are applicable to other types of organizations as well). The level of personal development or maturity affects employees' motivation, empowerment, and accountability.

Argyris called attention to the need for Congruence of what is espoused and what is actually in use. He observed that in organizational dynamics, people's actual decisions and actions may not necessarily be congruent with that which they espouse. This may impact the organization negatively, hence, the advice to promote an environment and management practice that promotes learning and growth toward maturity.

He drew parallels between the stages children go through in the journey to maturity and what are recommended to organizations to go through to develop empowered and mature employees:
1. From passivity to activity;
2. From dependence to independence;
3. From a limited range of behaviors to a wider range of behaviors;
4. From having shallow interests to having deeper interests and intentions;
5. From a short-term perspective toward a long-term perspective and vision;
6. From a role of subordination to partnership or authority; and
7. From having no self-awareness toward being in self-control.

However, one might say that learning and personal development may have been initially approached for their instrumental value for attaining the organizational objective. It is not difficult to think that human development perhaps is being treated as a "factor of production" or as just another input to produce something, which is seen to be the higher value which, oftentimes, will refer to efficiency and profit.

The emphasis on learning led to the recognition of the importance of self-awareness. To learn means to recognize that one needs to move from a current state to a better state that one aspires to reach or become. Perhaps, it can be said that this emphasis on the importance of human growth began the acknowledgement of the innate value and dignity of the human person as an integral part of organizations. While initially, people were viewed in relation to the perceived higher objective of organization success and corresponding profits, the delving into the deeper aspects of persons paved the way for a deeper appreciation of persons as key components of organizations.

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Clinical Paradigm

Manfred Kets de Vries led the *Clinical Paradigm* approach in leadership theory. A psychoanalyst, he used the tools of psychoanalysis to understand organizational and leadership behavior. For Kets de Vries, organizations are people and leadership is about human behavior. Hence, to understand organizational processes, and consequently, to understand the meaning of leadership, one must go inward – the journey of "personal inner discovery" is essential. It is a journey into the reasons for people's behavior – the journey into motives.

Unconscious behavior and patterns of past behavior exert a strong influence on overt behavior. One must go beyond the visible manifestations of leadership and organizational behavior, and explore those beneath that may be the real reasons, or may be the significant influence on the reasons, for the decisions made and the actions taken. Somewhat like Argyris, Kets de Vries reminds us of the difference between people's perception of the conscious decision they made and what may actually have been influencing the process but which they were not aware of.

Fellow psychoanalyst Wilfred Bion, known for his contributions to the study of group dynamics, pointed out interaction patterns, many coming from unconscious defenses, that affect groups and could derail their efforts at attaining their expressed objectives. These emerge not necessarily from one person but from the interaction of the individuals in the group. He cautioned particularly about three possible dynamics – Dependency, where a commonly-felt sense of helplessness or inadequacy drives the members to look for a charismatic leaders they can depend on; Fight/Flight, which could split the group into ranged forces of friends and foe; and Pairing, a way of coping that leads members to groups of two, and exposes the group to the possibility of intra-group and inter-group conflict due to an unconscious "we-they" assumption.

Humanistic Leadership: Recognition of Human Worth and Dignity

The focus on people in organizations in the study of leadership and management, and the continuing curiosity in the things that make people do what they do eventually touch on the innate worth of the human person. Many current leadership theories share this characteristic.

Kets de Vries called for leaders to create "*authentizotic*" organizations. In *authentizotic* organizations, people feel most authentic and alive, where their values are supported by the leader and the organization. He acknowledged that one direction of the psychoanalytic approach, of the process of uncovering the inner movements in people that influence organizational dynamics, is the development in people of emotional intelligence.

Daniel Goleman's *Resonant Leadership* theory precisely asserts the central importance of Emotional Intelligence in leadership. Echoed by others, Goleman, a psychologist, considers "EQ" as the *sine qua non* of leadership. Leadership is about resonance, which is vibrating at a wavelength that is harmonious with, or the same as, the wavelengths of others.

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Resonance happens *"when two people are on the same wavelength emotionally - when they feel "in synch." And true to the original meaning of resonance, that synchrony "resounds," prolonging the positive emotional pitch"* (Goleman, Boyatzis, & McKee, 2002, p. 20).

In the workplace, it means sharing one's vision and firing up others' vision, then giving them space to explore, understand the project, develop optimal solutions, and find fulfillment in seeing the process through. It is a leadership style that motivates and empowers the team and enhances the others' sense of being and fulfillment, instead of diminishing it by overcoming it with one's will. Developing resonance begins with self-awareness on the part of the leader. Self-awareness is the process of knowing not only one's thoughts but one's emotions as well. Grounded in this self-knowledge, one is able to manage and be in better control of one's emotions. This self-management leads to greater motivation. With the familiarity with one's own internal landscape that self-awareness brings, one is able to grow in awareness of others and of their emotions through empathy. Empathy then leads to a satisfying handling of relationships. Self-management leads to successful management of people and groups.

Ronald Heifetz echoes Goleman's proposition of Empathy. In his *Adaptive Leadership* concept, he distinguishes between two types of challenges that managers have to deal with regularly – Technical Challenges and Adaptive Challenges.

Technical Challenges are problems for which answers and solutions have already been worked out. A conveyor belt issue in a production line would be one example. Technical solutions would have already been previously figured out by engineers. All the manager needs to do is to refer to past training or experience on how to handle such matters to solve such challenges.

Meanwhile, Adaptive Challenges are situations where there are no clear answers, or where there may be multiple possible solutions. The Adaptive Challenge "consists of a gap between the shared values people hold and the reality of their lives, or a conflict among people in a community over values and strategy" (Heifetz, 1994). In such situations, what is called upon is the ability of the leader to harness the collective energy and creativity of the members of the group, and directing this to understanding the problem and exploring all possible solutions, and winning the members' commitment to see the matter through.

Adaptive Challenges require a response of shared responsibility and continuous learning. It harnesses every member's desire to contribute to analyzing the problem and finding a solution. The traditional hierarchical, top-down approach will not work in such situations because the leader or manager may just be as clueless as the rest on how best to solve the problem. However, the variety of views of the problem from the group members, and the range of possible solutions they can generate, is still far more superior compared to the single perspective of a manager.

It must be noted, however, that harnessing the group's talent requires more than directing people on what to do. It requires motivating people, and motivating people requires people skills, which do not flow naturally from one's technical preparation. Adaptive Leadership uses empathy, is grounded in an openness to learning through reflection and self-correction, and seeks win-win outcomes.

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Leadership in the Modern Organizational Setting

One "tragedy" perhaps of modern work – where the organization is encountered by most people, and which is the natural destination of the graduates of Higher Educational Institutions – is the compartmentalization and separation of *means* and *meaning*. The eventual product of one's work may not necessarily be the source of meaning and fulfillment of one's life. In many a personal story, one's attained degree and eventual career is not so much the choice made following one's heart, but more following the desire of one's parents or the demand of a better-paying job.

In earlier times, when much of the work that needed to be done was done by hand, whether this was a wheel for a cart or a chariot, or the iron that needed to be beaten to make a scythe or a sword, there was some meaningful connection between the product and the artisan/maker. It was easier to love one's product and find one's self in it. Work was not just a means of putting materials together and producing a useful product. The product had a name and a tangible connection to its maker who poured sweat and soul into it. Work was a means that allowed one to express one's person. Work was not just a science, a technique; it was at the same time an art. That is why we know what a "Stradivarius" means. Or a Picasso. Both are masterfully done products that have the stamp of their makers' identity in them and express the deeper aspects of the human spirit.

The idealistic young Karl Marx (1844) anchored his critique of Capitalism on what he called the "alienation" of the person from one's work and one's resulting "dehumanization" or the diminution of the true worth of the person due to one's estrangement from the tangible expression of one's spirit, the product. In many respects, many present-day workers may resonate with these issues raised by the young Marx. The product of one's everyday work may not necessarily be the thing that motivates one to get up in the morning and gives a deeper sense of fulfillment.

Frederick Taylor's (1909) application of the scientific method to modern work and management revolutionized modern work and significantly increased work efficiency and profits, but in many work settings, it may have heightened the employees "alienation" and "dehumanization" from their products that Karl Marx harped about. The leader is reduced to a manager – the messenger of the correct and efficient, but impersonal, methods and procedures for doing work which, in many instances, turns the manager into a dreaded dictatorial taskmaster. In addition, the product is not something one identifies with and finds meaning in. Work can be a routinary sequence of impersonal movements or steps in a long process, that means nothing else but the pay at the end of every two weeks that is used to buy food for one's family. There is no "Stradivarius feeling" or "Stradivarius brand" that one can find in one's work. Meaning, for many workers or members of modern organizations, has to be sought elsewhere. Oftentimes, people seek the refuge of family and friends to feel the things that matter again, to feel valued and live out one's values again.

Every person in the modern setting probably understands the importance and benefits of the modern work method. There is sense in doing work more efficiently. It affords us more time to do the things that we enjoy outside of the work setting.

However, the challenge to those who lead in the workplace, or to those who lead people in any other setting, is to maintain the balance of means and meaning right in the organization itself. It is

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to manage the work conditions so that people work efficiently and systematically, yet are still able to find meaning in the work or in the working environment of the organization – in the company that they keep and the company where they work. The very process of work itself, and not just the product at the end of the process, is a source of personal meaning and fulfillment.

In the context of Education, this can be the so-called "diploma mill" that cares less about the student's process of self-discovery and confidence-building, and simply on compliance with requirements to obtain eventually the document called a diploma. It can also be the mindset that focuses simply on skills and techniques in doing things (but which every academic discipline, nevertheless, is expected to pursue as a matter of course), and discounts its empowering meaning to an individual whose personal and family history may have been previously shackled by poverty and hopelessness. Probing this sense of personal meaning alongside the skills acquisition of education, and opening the person's vista to its potential to likewise transform the lives of many others in society, makes the difference between a transformational educator-leader and an employee who happens to simply be working in the education sector.

The challenge is not just to be managers of efficient work, but to be leaders of people. It is not just to be teachers in a school, but to be empowerers of persons.

Transformational Leadership and Servant Leadership

James MacGregor Burns (1978) and Bernard M. Bass (1985) articulated the *Transformational Leadership* model. Burns, who worked in the political sphere, saw transformational leaders as those who enable both themselves and their followers to "advance to a higher level of morality and motivation." These are leaders who are able to motivate their followers to aspire for goals higher than themselves, and good for everyone.

They are differentiated from Transactional leaders who have utilitarian means and intent, a "give and take" relationship with the followers. The tangible benefit that can be obtained from the transaction is what matters most. Hence, they are also given to the use of force and fear, or reward and rave, to stoke followership which basically is compliance. There is no higher purpose.

The Transformational leader keeps in touch with what matters most to people, not just in the material sense, but in the sense of what gives them deeper meaning. Burns refers to Maslow's hierarchy of needs and sees Transformational leaders as those who are able to inspire and motivate followers to pursue the higher needs. Leadership for them is not about personal glory. Leadership is what it takes to awaken the followers' desire for a better self, a better team, a better community. Transformational leaders are Exemplars who model and carry the higher aspirations of humanity, and not mere street signs that simply point the way and get left behind.

Bass expanded Burns's concept and added that Transformational leaders can be detected in their followers' trust, respect and admiration for them. He identifies the four elements of Transformational Leadership – *Inspirational Motivation, Idealized Influence, Intellectual Stimulation,* and *Individualized Consideration.* Transformational leaders awaken the capacity of persons to dream a better version of themselves – decent and contributing members of a society of

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people who assist one another in bringing every member to a higher level of existence. This inspiration felt by the followers of the Transformational leaders pushes them to likewise do the same for themselves and for others. Their empowering style also encourages the followers to use their talents and skills to find better ways of doing things or solving challenges. This is done with a personal touch that makes each follower feel cared for, valued, and listened to.

Robert Greenleaf (1977) is known for advocating *Servant Leadership.* In substance, it is very similar to and compatible with Transformational Leadership, but while the good of the followers is still seen as good for the organization, *service to the followers* is central to Servant Leadership. The good and the full flourishing of the follower as a person is the main goal. This is actually a goal that is not different from that of Education.

It is not difficult to see the primacy of higher values in both Transformational and Servant Leadership. To value the members' good above the authority of the leader requires the subscription to values higher than one's self or one's desires.

The prescription of Servant Leadership is now the exact opposite of the earliest concept of leadership, the Great Man theory of leadership. The "Great Man" Leader oftentimes ends up being served and the center of everything. To be a Servant Leader is to serve, and not to be served, but rather *"the first shall be the last."*

Christians will easily see the connection between Servant Leadership and Transformational Leadership to the Christian values. The life example of Jesus Christ, as narrated in the Christian Gospels, shows a self-effacing yet caring style that constantly looks at individuals beyond position and background, the physical and the external, and constantly seeks the dignity of every person. Even the most rejected and ostracized in society – the non-Jews, the adulterers, the women, the tax collectors and the lepers – are accepted and recognized for what they are really worth beneath the apparent and abhorrent in them. The acceptance and love accorded to them transforms them from having a self-defeatist attitude, that oftentimes is also hostile to others and to themselves, to caring persons who likewise stoke hope and energy in others. These others who are inspired by them are likewise inspired to stoke and bring out the good in others.

Transformational Institutions

Values-based Leadership – Transformational, Servant, and Ethical leaders work not just with the members directly and personally, but create the environment and the organizational climate and culture that promote human development. These would be systems and structures characterized by a culture of respect, trust, and open communication that encourages members to bring out the best in themselves and seek out the best in and give a fair chance to others.

Such systems, structures, and organizational climate and culture will be characterized by empowering and participatory mechanisms – *economic*, *political* and *social* systems that allow individuals to have the capacity to earn a living to feed and support their families, express their dreams and desires, and participate in making choices for the Common Good, and have access to education and services that promote peoples' dignity, welfare, and quality of life.

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In the Education sector, the typical physical arrangement in a classroom, with the teacher up front, oftentimes on an elevated platform, can convey to the young and nubile mind a relational dynamic, which bestows seeming authority and the word of truth and correctness upon the teacher. In the office, department, or student organization, one may find an Administrator, Department Chair, or Club Adviser whose word is law, and whose policies and practices echo the same. Left to the young person's interpretation, such latent messaging in inherited structures, processes, and practices in a school could stifle personal development through a submissive acceptance of whatever the teacher or person of authority asserts (an unhealthy rebelliousness is not a remote consequence).

A Transformational, Servant or Ethical Educator-Leader transcends and even confronts these latent meanings in inherited structures and processes, and creates and communicates to the students (or school employees) an atmosphere and process where one is free to ask questions and propose other perspectives (especially on matters that are not about objective facts but are opinions and analyses of matters requiring discussion). One can even raise questions about the teacher's position on a matter, and feel free from threat in exploring the limits of one's potential and capacity as a person.

Participatory Economic Systems. In the context of societies and nations – again, the eventual destination of graduates of educational institutions – the capacity to earn a living to support one's family includes the respect for and protection of private property. In their book *Why Nations Fail: Origins of Power, Prosperity and Poverty* (2012), Daron Acemoglu and James A. Robinson called these *"inclusive economic institutions"* which are contrasted to *"extractive economic institutions"*.

In *inclusive economic institutions*, participation and fairness are embedded in policies and practices. Individuals, regardless of stature, can have a fair chance at earning a decent income. This is what economists refer to as a "level playing field." This "fair chance" gets diminished by economic systems that concentrate resources and opportunities in the hands of a few, which Acemoglu and Robinson would refer to as *extractive economic institutions*. These systems and structures extract the resources of the majority to benefit a few.

Empowering Political Systems. It is the political system that sets the rules, opens, and closes doors. It also determines who controls and decides. The capacity to feed one's family is made viable by a political system that empowers people by providing, securing, and protecting mechanisms for participation. Darren and Acemoglu called such institutions *"inclusive political institutions"*.

> *"Secure property rights, the law, public services, and the freedom to contract and exchange all rely on the state, the institution with the coercive capacity to impose order, prevent theft and fraud, and enforce contracts between private parties. To function well, society also needs other public services: roads and a transport network so that goods can be transported; a public infrastructure so that economic activity can flourish; and some type of basic regulation to prevent fraud and malfeasance"* (p. 90).

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Human flourishing is made possible by a political system that gives a fair chance to everyone to sustain their life and their loved ones and does not concentrate power in the hands of a few.

Inclusive and Accessible Society

Participation, inclusion, and access begin with empowering the individual. One of the most empowering human processes is education. It facilitates the discovery and development of one's unique personal treasure. It moves from potential to actual the dignity that lies in waiting in every person, the "image and likeness of God" that Christians believe resides in every person regardless of race, sex, age, and any other classification. Education is also anchored on the search for truth, and hence, the freedom to seek it and express it.

Inclusive economic and political systems are only possible where citizens are informed and are able to express freely, a freedom which must be sustained and protected by the political institution. Information and the media are empowering tools that constantly probe the truth to make it available to all. They enable individuals to reach out to other individuals to build a human community anchored on respect for every individual. They enable the human community to set up mechanisms to care for one another and ensure that no one gets left behind. Social services provide opportunities to both pursue the development of human potential and protect those who have less in talent and treasure or who have been deprived by circumstances. These include health, recreation, and other welfare and well-being opportunities and support.

It is interesting to note that the ideals described of *inclusive* institutions are ideals that seem to echo that which must be found in educational institutions. Educational institutions must likewise be empowering institutions, where Transformational and Ethical Leaders serve and are formed.

For the Servant and the Transformational Leaders, leadership is not about themselves, their personal glory, power and wealth. It is about the good of the followers or members, the good of human society. This, incidentally, is also a description of an ideal educational institution.

Nation-building, Leadership Formation, and the Role of the Education Sector

The promise of human dignity made by Transformational and Ethical leaders and institutions stir hope for our country amidst the poverty, inequality, and lack of access to needed social services still experienced by many and which has persisted for decades and even centuries.

The education sector is a key culture-bearer and is strategically placed to propagate a new leadership and citizenship culture founded on the values of Transformational and Ethical Leadership and effect social change. An obvious fact is that most of the country's leaders obtained their tertiary education degree from a Philippine school. Philippine Higher Educational Institutions can be utilized to advocate more systematically leadership styles and a leadership culture that are Transformational, Values-based, and Ethical.

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The Philippine Constitution spells out the Common Good that Education must always aim for:

> *"(All educational institutions) shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency"* (1987 Philippine Constitution, Art. XIV, Sec. 3.2).

The glaring question, however, remains: Has the Philippine Education Sector performed its mission and mandate to educate and produce leaders who prioritize the national good over personal benefit, who promote human dignity above or at least alongside profit?

Long-running and current national statistics do not seem to bear this out. If we are to use as indicators the statistics on corruption and poverty, it may seem like the products of Philippine schools are powerless to keep at bay the practice of favoring personal benefit over the common good. The practice of Transformational Leadership may seem to remain an outlier in leadership practice in greater Philippine society. While pockets of actual practice may be found in certain institutions or enlightened companies, these seem to be more of the exception rather than the rule.

The public or government sector, especially the Executive branch, is oftentimes perceived as a veritable display window of political dynasties[2], many of which are living specimens of the Great Man legacy of leadership. The private sector shows more promise, especially in some multinational companies with mother units in Western democracies which advocate strongly democratic values, but such is still not a guarantee of practice of Transformational and Ethical Leadership reaching a critical mass.

It is also not comforting to accept the reality that HEIs are "elitist" by nature. This is not only because of the culture of academic rigor and expertise that it rightly demands and leads to a smaller pool of experts. More importantly, it is also because only a minority of the Filipinos of school age, who managed to get into Grade 1, actually survive to make it to a college institution. Needless to say, fewer manage to obtain a college diploma.

Culture

If laws and policies are likened to the "hardware" which allows and limits the things that can be done, culture can be likened to the "software" which runs the machinery of society. It prods movement toward a direction because it influences the definition of which inputs are relevant and allowable and which are not.

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[2] Mendoza, Ronald U. and Jaminola, Leonardo and Yap, Jurel, From Fat to Obese: Political Dynasties after the 2019 Midterm Elections (September 1, 2019). ATENEO SCHOOL OF GOVERNMENT WORKING PAPER SERIES, September 2019, 19-013. Available at SSRN: https://ssrn.com/abstract=3449201 or http://dx.doi.org/10.2139/ssrn.3449201. Prof. Mendoza has done other researches, in partnership with other scholars, that probe and measure the phenomenon of political dynasties in the Philippines.

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Can there be structural or systemic issues that are derailing efforts toward positive societal change? The 1986 EDSA People Power Revolution was a turning point and an opportunity for genuine societal change. It was a moment of leadership change. However, more than three decades later, little seems to have changed.

Matters for Reflection

What can be the reasons for the difficulty in propagating a Transformational and Ethical leadership and followership or citizenship culture?

Policies, processes, systems, and structures refer, for the most part, to the institutional or organizational. Institutions can be likened to the "hardware" of society, while culture is the "software." Both "hardware" and "software" need to be probed.

Following are some food-for-thought – matters for reflection and analysis for SAS Practitioners and other educators. These will hopefully help in formulating a more realistic strategy for advocating Transformational and Ethical Leadership in the context of the real challenges posed by Philippine society.

The first food-for-thought is James Fallows's article, "*A Damaged Culture*," (The Atlantic, November 1987)[3]. Fallows spent six months in the Philippines shortly after the 1986 EDSA People Power Revolution, at a time when the euphoria over the peaceful overthrow of the 21-year dictatorship of Ferdinand Marcos was still very strong and inebriating. It was a "revolutionary revolution," so to speak, celebrated by freedom-loving societies all over the world, a phenomenon probably never seen in the world before – a peaceful and bloodless overthrow of a despot.

However, Fallows saw something that disturbed him, that made him cautious about how things could turn out for the Philippines. One part of Fallows's article quotes an American volunteer he met at the famous Smoky Mountain garbage dump then - "*This is a country where the national ambition is to change your nationality*." The desire to leave may be symptomatic of deep societal, institutional, and cultural issues. Further, he observes, "*The tradition of political corruption and cronyism, the extremes of wealth and poverty, the tribal fragmentation, the local elite's willingness to make a separate profitable peace with colonial powers—all reflect a feeble sense of nationalism and a contempt for the public good.*"

The second reading is Vivian Ligo-Ralph's[4] application of the Values Orientation Theory of Kluckhohn and Strodtbeck to Filipino culture and values. It can provide insights to the possible strengths and impediments to empowerment of the Filipino as a people, especially since we subscribe formally to the Western concept of democracy in our political and societal institutions. We all know from information technology that a hardware-software match is important. Can our

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[3] James Fallows. *A Damaged Culture.* The Atlantic, November 1987. Accessed at
https://www.theatlantic.com/magazine/archive/1987/11/a-damaged-culture/505178/.
[4] Ligo-Ralph, Vivian. "SOME THESES CONCERNING THE FILIPINO VALUE SYSTEM." *Philippine Quarterly of Culture and Society*, vol. 18, no. 3, 1990, pp. 149–161. *JSTOR*, www.jstor.org/stable/29792016. Accessed 1 Dec. 2020.

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culture be part of the reason why democracy's ideal of a "*government of the people, by the people and for the people"* does not seem to have an authentic ring to it in our country?

Herself a Filipina operating in a Western society, Ligo-Ralph states in one part of her article:

> *"Although the Filipino is no longer in a barangay but has been part of a nation, his barangay means of social control – hiya, gaba, utang na loob – have not evolved into a system of control applicable to the running of a nation. Hiya ceases to have control in an impersonal context. Once it breaks down, and in the absence of an effective substitute, the Filipino loses his hold of his sense of self, his amor propio. He becomes undisciplined and dysfunctional in non-personal settings."*

It is interesting to note that one of the pillars of inclusive democracy is fairness of application of laws. It requires an objective and impersonal approach not given to variance due to personal familiarity. At the same time, the Filipino's "barangay style" of personal interaction, characterized by the ability for *pakikisama* even with people one may have met for the first time, fosters community and unity.

While corruption is unethical and unacceptable to most Filipinos, there may be something in the Filipino cultural psyche that renders one confused on how to deal with it, many times ending up participating in it. Can it perhaps be a desire to be both fair yet *nakikisama*?

To the Student Affairs Professional:

To get a fuller understanding of the views of the authors, considering that the focus is Filipino culture, the Student Affairs Professional is encouraged to read and immerse oneself in the primary text. Read and reflect critically on James Fallows' observations of Philippine society and culture in 1987. Which of those seem implausible, and which of those seem to still ring true, and why?

To stimulate further reflection, you may read the thoughts of Henry M. Lagon in 2019 in Rappler[5] as he revisited Fallows's article. Like him, we may be in a better position now to hazard an answer to James Fallows's closing question in his 1987 article: "*What will happen when Aquino stays in* (survives the coups, which she did)*, and the culture doesn't change, and everything gets worse?*"

These may give insights to Student Affairs and Services practitioners and other Educators on factors that help or hinder the practice of Transformational and Ethical Leadership in our country, and thereby aid in crafting a realistic and successful Transformational Leadership formation program.

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[5] Henry M. Lagon. "How the Philippines can repair its culture". Rappler.com. September 22, 2019. Accessed at https://www.rappler.com/voices/imho/philippines-repair-culture.

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Reflection Questions:

1. Which, in your view, is the *espoused* AND the *practiced* leadership style:
   a. In yourself?
   b. In your School?
   c. In the Country?
2. For each sub-category, list the reasons for your answers, including how they are manifested or experienced in the concrete.
3. For each sub-category, list the possible factors that influence the congruence/incongruence of the Espoused and the Practiced leadership style in the following levels, including your own personal experience:
   a. Personal/Intrapersonal (temperament; past experiences; upbringing, etc.)
   b. Group (immediate group of people you work/live with)
   c. School/Institution
   d. Country
   e. Larger environment

4. Which leadership style best fits your work as a Student Affairs Professional? State your reasons, including the possible implications of using a different style.
5. What are the key *helps* and key *impediments* that you will need to address if you are to implement a successful Transformational and Ethical Leadership formation program?

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Managing Change: Student Organization Leadership Development in the Context of Outcome-Based Education and Enhanced Policies and Guidelines on Student Affairs and Services

by

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Abstract

Outcome-Based Education (OBE) intends to change the way we understand education as we know it. It intends to revolutionize education at its core. It has become our paradigm on how an education system should work. The student or what we now call the "learner" is the center and not the teacher. Though the teacher may be teaching, he is to be regarded as a facilitator. A facilitator is the person who helps or facilitate the learner to achieve the intended learning OUTCOME. However, the whole question is: can OBE be applied to student affairs student leadership development programs? And what is the mandate of the Commission on Higher Education (CHED) in so far as student leadership development is concern?

Keywords: leadership development program; Outcome-Based Education; student affairs

Course Intended Learning Outcomes (CILO)

At the end of this module, you are expected to manifest your learning of the 4 principles of OBE and the CHED memos by designing/creating a course/module plan for Student Organization Leadership Development consistent with OBE principles and CHED guidelines.

Introduction

Managing changes begins with the knowledge of what changes have happened in our environment and figuring out our response to such changes. In the education sector, the biggest change that has happened, is happening, and to some still about to happen is the shift from curriculum-based education paradigm to Outcome-Based Education Paradigm. Massive information campaigns and lectures have been done after the issuance of CHED Memo Order 46, Series of 2012. Much of the lectures/discussion on OBE were centered on the academic aspect of education.

It may have been thought that it was primarily created for the purpose of improving teaching and learning in academics, which to my opinion, was true then, when it was in its inception in the U.S. The meaning of "competency" as the basis for OBE was in the level or form of "skills" then, but as it evolved overtime, OBE was no longer just concerned with what skills school will impart to its students but "what kind of a person would a school send out to the real world".

The concept "competency or outcome," therefore, now involves the concept of "soft skills" of which student affairs practitioners are involved with. Thus, the title of this module is "Managing Change: Student Organization Leadership Development in the Context of Outcome Based Education" and the "Enhanced Policies and Guidelines on Student Affairs and Services." A major part of this module will consist of my sharing of Spady's OBE paradigm or concept or what they also call the "REAL OBE" or " strong OBE" and the CHED Memorandum Circular on OBE and on student Affairs, specifically, the relevant provisions of the CHED Memorandum Order No. 09, Series of 2013.

Discussion and Application of Concepts (Q and A Format)

Part 1: CHED Memorandum Order No. 46, Series of 2012

1. What is the legal basis of HEI in shifting to outcome-based education?
   Higher education institutions' legal basis and mandate to shift to OBE is CHED Memorandum Number 46, Series of 2012 – "Policy-Standard To Enhance Quality Assurance (QA) In Philippine Higher Education Through An Outcomes-Based And Typology-Based QA and its implementing guidelines."

2. What is the CHED's rationale for adopting and shifting to OBE?
   CHED's rationale for adopting and shifting to OBE was spelled out in Section 5 and further clarified in Sections 11 and 12 of the said CHED Memo No. 46 [1]. In summary, OBE was adopted for the following reasons:

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[1] "Section 5. The focus on quality and quality assurance is further underscored by the following:
- Research findings suggesting that the lack of a critical pool of graduates with the necessary thinking, technical, and behavioral competencies are among the factors constraining the re-

    a. OBE was adopted as a solution to bridge the gap between education and the job requirement or the need of the industry;

    b. OBE, being competency-based education, will help create a competitive labor force, in preparation for the opening of the labor market in the ASEAN region; and

    c. OBE will create flexible self-directed lifelong learners responsive to the challenges of an ever-changing globalized community.

3. Are there types or various interpretations of OBE and what type of OBE did CHED adopt?

There are various interpretations of OBE, and there are at least two different curriculum frameworks associated with the term—the "strong" or "upper case" OBE and the "weak" or lower case "OBE"[2]. Guided by the outcomes of previous attempts to introduce a strong OBE in other countries and the realities of

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launching of the Philippine manufacturing sector and the achievement of the full potentials of the service sector;

- The reality of an ASEAN Economic Community by 2015 which will facilitate the free flow of qualified labor in the region and either open up opportunities for graduates of Philippine FIEls or threaten their employment even in their own country;

- The commitment of the Philippine government to the evolving efforts to recognize and develop a system of comparable qualifications, degrees, and diplomas across the Asia-Pacific region under the auspices of the UNESCO and other multilateral bodies (e.g. ASEAN, APEC); and the acceptance of internationally-agreed-upon frameworks and mechanisms for the global practice of professions.

- Section 11. The changing realities spurred by globalization underscore the shift in contemporary international education discourse from education to lifelong learning, and from education as transmission of expert knowledge to education as building learner competencies—including learning how to learn. This shift is more than a mere change of semantics. When 'UNESCO's Faure Report was written in 4972, the goal of (lifelong) education was expressed as "developing humane individuals and communities in the face of rapid change.'" By 1996, this goal was updated by the Delors Report to take into account the forces of competition, cooperation and solidarity: I. The goal of lifelong learning since 1996 has, thus, focused on "retraining and learning new skills competencies that would enable individuals to cope with the demands of a rapidly changing workplace" and a complex, interdependent world.

- Section 12. Learning throughout life is the key in the globalized world of the 21st century to help. individuals "adapt to the evolving requirements of the labor market" and better master "the changing timeframes and rhythms of individual existence." UNESCO's 1996 Delors Report assert that lifelong learning "must constitute a continuous process of forming whole beings.--their knowledge, 'attitudes, as well as the critical faculty, and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role and work in the community".

[2] 3.1.4. Implementing Guidelines for CHED Memorandum Order No. 46, Series of 2012.

Philippine higher education, CHED subscribes to a more eclectic approach that resonates with a "weak" or "lower case" "OBE"[3].

4. What is the weak type of OBE?

The weak type of OBE mixes outcome-based education with other curriculum approaches and is open to incorporating discipline-based learning areas that currently structure HEI curricula.[4]

5. What is the reason for adopting weak OBE?

The reality of the Philippine education system at this point is that it may not be ready to handle an abrupt change to strong type of OBE, since "the strong OBE is designed to cover the total system and is organized around the achievement of authentic outcomes that will enable students to fulfill the complex life roles they will ultimately assume as adults. *As such, it has tremendous structural implications for HEIs—e.g. changes in the definition of productivity, from cost per hour of instruction per student to cost per unit of learner per student*; **changes in teaching approach that is attuned to the pace of each individual learner, among others"[5].**

Part 2
A Digest of Dr. William Spady's OBE Paradigm or "Strong Form of OBE"

1) **What is the best way to understand OBE in all of its typologies?**

The best way to understand OBE in all of its typology is to learn the four principles in Dr. William Spady's paradigm of OBE or what some call the strong form of OBE.

2) **Who is Dr. William Spady and why do we call his OBE a paradigm?**

a) **William G. Spady is known as the father of OBE**. He is an academic, educational psychologist, sociologist, and is largely noted for his works that attempt to expand and enhance the philosophical grounding and performance of educators, leaders, educational systems, and learners. Spady coined the term outcome-based education in 1988 as an extension of the works completed by John Franklin Bobbitt and Ralph W. Tyler.

b) OBE is referred to by over 20 different names, including systemic education restructuring, Performance-Based Education, Standards-based education reform, High Performance Learning, Total Quality Management,

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[3] 3.1.4.2. ibid
[4] 3.1.4.3. ibid
[5] Section 3.1.4.1 supra.

Transformational Education, and Competency-Based Education. In his conceptualization, Spady described OBE as the reorientation in the educational system toward what is essential for all students to be successful at the end of their learning experiences. This primarily entails the identification of what is important for the learners to be able to do so that the curriculum, instruction, and assessment are organized accordingly.[6]

c) OBE does not propose a change of curriculum, of pedagogy in education, but a paradigmatic change in the entire educational system, structure, function, technique, strategy -- a change in all of its aspects. It intends to change the way we understand education as we know it and to revolutionize education at its core. Thus, for us to understand Spady's OBE, we have to remove ourselves from the reality of our own experience in curriculum time-based education. Fourteen years of going through schools from kindergarten to college are a lot of school experiences that shaped our reality, giving us our paradigm on how an education system works. Any other reality is simply difficult to comprehend, if not impossible, for our mind keeps on going back to our reality or paradigm hardened by our own experiences. In our paradigm - the "curriculum time based paradigm" - the teacher is the center of the student's universe and is the source of information and of truth about the subject matter. Thus, what the teacher says is what it is. It is what the student must speak of, must write of in the exam; otherwise, he is wrong. In the paradigm of OBE, the student or what we now call the "learner" is the center and not the teacher. Though the teacher may be teaching, he is to be regarded as a facilitator. A facilitator is the person who **helps** or facilitate the learner to achieve the intended learning OUTCOME. In OBE, exams are called assessment, and the result of the assessment is to be reported not in numerical expression, e.g. 80% but in words describing exactly the competency achieved by the learner. In OBE, teaching and learning don't end in a semester or is not "boxed in by time" because "what and whether student learn successfully is more important than when and how students learn."[7] These are all new concepts which are simple but difficult to understand, because they do not seem to be "doable" or "feasible" in our curriculum-time based paradigm. Be that as it may, I shall attempt to facilitate your understanding of OBE from the vantage of its principles and be of help in achieving this module's intended learning outcome. I shall begin with the four principles of OBE.

3) **What are the four principles of OBE and why are they important?**

The four principles of OBE are:
a) Clarity of focus on the outcome of significance

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[6] Ibid

[7] One of OBE's pillars is its paradigm of priority which states "What and whether student learn successfully is more important than when and how students learn.

b) Expanded opportunity for all to succeed
c) High expectation for all
d) Design down from ultimate culminating outcome

> *"If we are not doing this, then it is not OBE"*
> --*Spady*

These principles are important because it defines what real OBE is.

4) How can we understand the four principles of OBE?

The first principle – "**Clarity of focus on the outcome of significance**" is the most important ingredient in creating a self-directed learner, and I think this principle is synonymous with Stephen Covey's concept of "Begin with an end in Mind[8]". The principle of "clarity of focus on the outcome of significance" must be understood from the perspective of both the teacher and the student. **Clarity of focus on the outcome from the perspective of the teacher means that he must design and teach his course or module with a clear idea of what competency is being targeted by the teaching and learning process, or the "OUTCOME".** This means that the teacher must focus the design of his module/course plan to facilitate the students' achievement of the expected competency or Outcome. All contents and even the assessment are focused on and aligned to the determined competency expected of the student at the end of the process. The "assessment" or examination in OBE is intended to assess or gather evidence of the student achievement of the OUTCOME and not just the understanding of the content. Focusing and aligning all the teaching and learning activities and the assessment to the OUTCOME are what make it OUTCOME-"based." "**Based**" *means "design around, define by, focused on, organized around the* **OUTCOME,"** as Spady puts it. Outcome is technically defined in OBE as the "culminating demonstration of learning". "Culminating" connotes done at the "end," and demonstration connotes "action". Based on this "OUTCOME," the teacher is to "**design down**" the teaching, learning activities, the content, and the assessment, all focused and aligned to the OUTCOME, and this is the fourth principle in Spady's OBE. Thus, the first principle is strongly connected with the fourth principle of "design down."

Coming back to the first principle of OBE, from the perspective of the students, "clarity of focus on the outcome of significance" means that the student(s) is to begin the learning process with full and clear understanding of what competency is expected of him at the end of the teaching and learning process (end of module or course). Thus, it is crucial in OBE that the teacher clearly communicates to his student the **end goal of the module/course**, which is the competency expected of him to pass the course, module or program. Clarifying to the students the expected competency – "Outcome" or the **learning outcome (LO)** – is very important, as it will set the parameters of the teaching and learning activities and of the assessment. Consequently, the wordings or language of the LO statement must be clear enough to describe with a certain degree of specificity the competency required of him at the end. A good Learning Outcome

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[8] The second habit in Stephen Covey's book "Seven Habits of Highly Effective People"

statement will give the student an idea of what competency is expected of him and how his competency will be assessed or evaluated at the end of the course or module. "Assessment" in OBE, from the perspective of the student, is the means by which he will demonstrate his learning of the OUTCOME or the competency expected as stated in the LO statement and, from the perspective of the teacher, it is the means by which teacher (facilitator) will gather evidence that the student have learned the OUTCOME enumerated in the LO statement.

In OBE, the word "competency" is a technical term which connotes two-dimensional learning. Competency is the second dimension of learning in Spady's OBE paradigm. The three dimensions of learning are: 1) cognition; 2) competence; and 3) context. In OBE, the student must at least be able to manifest "competence" and not just cognition. Thus, in the statement of learning outcome, it must at least state that - "The student at the end of the course or module must be able to "**explain"** the four principles of OBE," instead of - "The student at the end of the course or module must be able to understand".... "Understand" is in the dimension of cognition; no action is required. In OBE, the OUTCOME must at least be in the competency level, as it is in the dimension of competency that the student learning becomes "demonstrable" to his teacher assessor or evaluator, who is tasked to gather evidence of student learning. The teacher is to document the manifested competency by describing it in words consistent with the statement of learning outcome in the course/module plan. In an OBE paradigm, there are only two scenarios in the event of an "assessment" – either the student successfully performed the learning "OUTCOME" as described in the Learning Outcome Statement or he will have to repeat the performance/demonstration of the outcome until he succeeds. The learning must be complete in relation to the program/course or module learning outcome. Thus, there are no numerical grades in OBE. There are no 80% or 98%. There is no middle ground; it has to be 100%, consistent with OBE's second principle of "**high expectation."**

The principle of "**high expectation**" crystalized OBE's purpose of ***"sending all learners to the world at graduation fully equipped and empowered to succeed"*** and OBE's premise of "**successful learning promotes even more successful learning."** A high level of success in learning a subsequent course/ module can only happen upon the successful learning of the prerequisite course(s)/ module. The application of the principle of high expectation will drive students to have the mindset of a quality producer—always striving for full compliance, if not better than, the standard set for production or performance. No performance less than expectation is accepted in Spady's OBE paradigm. This is a harsh and tough standard for students to achieve had it not been for OBE's third principle of "**expanded opportunity.**"

The principle of "**expanded opportunity**" mitigates the harshness and toughness of high expectation, ***yet*** it strengthens the effect of the principle of "**high expectation."** As I have stated, if the student fails to demonstrate the required competency, he will be given more chances or more opportunities ***(not with infinite number of chances, but nevertheless not boxed in by time or calendar or a semester)*** to learn until he

succeeds. This principle of expanded opportunity is the crystallization of OBE Philosophy that - "***All students can learn and succeed but not on the same day and same way.***" Students can eventually succeed in learning completely the competency required of him in due time if given sufficient opportunity to learn. These two principles of high expectation and expanded opportunity have a great impact on the student paradigm of learning and in achieving the goal of creating a lifelong learner if applied consistently, creatively, simultaneously, and systematically. In the curriculum time-based paradigm, if the student failed to reach the standard set by the school, he is given a signal or impression of this inability to learn with a failing grade. This somehow creates discouragement to learning and stigma to failing, despite the fact that failing can be part of the entire learning process. In an OBE paradigm, students will not be given a failing grade, but will be given time to learn more and given more opportunity to demonstrate his learning. This creates a motivational impetus for the student to keep on learning, searching for ways to learn until he succeeds. This is another mindset we want to put into our students and even to teachers, the mindset for continuous search for learning and improvement, **the mindset of a self-directed lifelong learner.**

Part 3
CHED *Memorandum Order No. 09, Series of 2013 -* Enhanced Policy and Guidelines on Student Affairs and Services

1) **What is the policy of CHED in so far as the Student Development aspect of HEI's Student Affairs is concerned?**

   Student Affairs of HEI are mandated to systematically and deliberately address the end objective of producing citizens suited to the aims of the country and of humanity by teaching not only job skills but **also the acquisition of life skills and values**. Consequently, **HEI must provide a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders[9].**

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[9] Sec. 4 CHED Memorandum Order 9, Series of 2013.-

"An educational institution seeks to form individuals who can later become productive citizens of the country and the world. Its responsibility is not only confined to the teaching and development of job skills, but also to the acquisition of life skills and values. The individuals produced by the educational institution should be able to contribute positively to the progress of his/her country, and to the upliftment of the human conditions. Student Affairs and Services, therefore, must systematically and deliberately address this end objective of producing citizens suited to the aims of the country and of humanity. Higher Education Institutions must provide a set of student centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and , leaders. These shall be collectively known as Student Affairs and Services".

2) What programs and activities are included in the Student Development aspect of Student Affairs?

The Student Development aspect of Student Affairs includes programs and activities in Student Organizations and Activities, Professional organization or societies, special interests, Leadership Training Programs, Student Council/ Government, Student Discipline, Student Publication/Media[10].

3) What should be the designed objectives of the Student Development Program/Activities of HEIs?

Student Development programs and activities should be designed for the *enhancement and deepening of leadership skills and social responsibility of students*.

4) What are the three major functions of HEI's Student Affairs Office in so far as student organization and student activities are concerned ?

The three major functions of the HEI Student Affairs Office relevant to student organization are: 1) supervision, 2) recognition, and 3) monitoring of the organizations and their activities, such as leadership programs, student publication, student organizations, sports development, volunteerism, peer helper program, etc.[11]

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[10] Article VIII CHED Memorandum Order 9, Series of 2013.
" These are programs and activities designed for the enhancement and deepening of leadership skills and social responsibility, which include Student Organizations and Activities, Professional organization or societies, special interests, Leadership Training Programs, Student Council/ Government, Student Discipline, Student Publication/ media."

[11] Section 18 Supra
"Student Activities — supervision, recognition, and monitoring of student organizations and their activities such as leadership programs, student publication, student organizations, sports development, volunteerism, peer helper program, etc."

5) **What are the duties/mandates of HEI insofar as student organization and activities are concerned?**

   a) HEIs are mandated to have a system of accreditation, re-accreditation, monitoring, and evaluation using participatory institutional procedures and processes.

   b) HEIs are also required to provide student organizations with office space and require student organizations to participate in anti-drug abuse program and anti-hazing information campaigns.[12]

6) **How did CHED memorandum Order 9 classify students groups or associations?**

   Student or groups/associations are classified either as Student Organization or Student Council (Student Government).

7) **What are the distinctions between a Student Organization and Student Council?**

   Student Councils are student groupings with the primary purpose of representing the students on all matters affecting them, while student organizations are student associations or groupings with the primary purpose of serving as channels for schools to enhance and deepen the leadership skills and social responsibility of students. Thus, the functions of Student Organization are more

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[12] Sec . 8 REPUBLIC ACT No. 11053

*"*Role of Educational Institutions. - The responsibility of schools to exercises reasonable supervision in loco parentis over the conduct of its students requires the diligence that prudent parents would employ in the same circumstances when discriminating and protecting their children. To this end, it shall be the duty of schools to take more proactive steps to protect its students from the dangers of participating in activities that involve hazing.

"Schools shall implement an information dissemination campaign at the start of every semester or trimester to provide adequate information to students and parents or guardians regarding the consequences of conducting and participating in hazing.

"An orientation program relating to membership in a fraternity, sorority, or organization shall also be conducted by schools at the start of every semester or trimester."

"Schools shall encourage fraternities, sororities, and organizations to engage in undertakings that foster holistic personal growth and development and activities that contribute to solving relevant and pressing issues of society."

of a civic organization and Student Council has the function of representing students' rights or interest.[13]

8) What is the duty of HEI in so far as the student council or government is concerned?

The HEI must recognize the right of the students to govern themselves as a student body and be consulted on matters affecting them.[14]

9) Will this distinction or classification of student grouping have any effect on the training or student development strategy of the schools?

Both types of student groupings deserved to be involved in student leadership/social responsibility training or development programs. However, inasmuch as student organizations are primarily organized as academic, civic, cultural organizations, it can be made under the direct supervision of schools' administration through their faculty adviser. Consequently, it is only appropriate that any leadership training or development program/activity be done or coursed through student organizations. The attendance of officers/members of student organization to student leadership/social responsibility training development programs can be made mandatory as a prerequisite for candidacy in any leadership position in the organization. Such requirements can be incorporated in the Student Organization's "constitution".

10) Are OBE principles applicable to student development/training programs in leadership and social responsibility?

Yes. In fact, OBE has evolved to not just be concerned with skills learning of students or what kind of skill or level of skills should students learn as their outcome in schools but "what kind of human beings are schools going to send out to this world". This has lent to the development of HEI graduate attributes or Institutional Learning Outcomes.

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[13] Section 21. CHED Memo 09, 2013 "Student Council/Government — refers to the student body duly organized and elected at large by the students themselves, with due recognition and authority from the HEI, as the students' official representative in matters affecting them."

[14] Sec. 21.1 Supra. The HEI must recognize the right of the students to govern themselves as a student body, to be transparent and accountable to their constituents; and be represented in various for a where the students need to be consulted.

11) Are there suggested OUTCOMES for leadership in student development ?

Spady has developed "The Five C's" as an adjective outcome for schools that will include leadership as part of their learning outcome. These adjectives are – conscious, collaborative, competent, compassionate, and creative[15].

12) In order to develop student skills for leadership and management, how should Student Organizations be organized?

In order to develop student skills for the real world in organizations, the student organization structure must mimic the organizational structure of cooperatives by having their "constitution" patterned after the by-laws of a cooperative. Students' exposure to cooperative organizational structure will make it easier for them to form and lead cooperatives in the future—a skill badly needed in our country.

Enrichment Exercise/Assessment

Assessment on this module will center on learner's competency to craft a student organization leadership development module plan consistent with the OBE principles, CHED Memorandum Orders 46 of Series of 2012 and CHED Memorandum Orders 09, series of 2013. You are expected to manifest your competency before a panel of examiner through presentation and justification of your sample module plan consistency and compliance with the 4 principles of OBE and the aforementioned CHED Memos.

Formative Assessment

To hone your competency on the required activity, you are required to:
- Write a summary of Spady's OBE paradigm, identifying its key concepts.
- Summarize the relevant provisions of the CHED Memorandum Orders identified in the reading material and lecture notes.
- Deliver a group presentation of module plan on student organization leadership development.

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[15] Dr. Spady and Dr. Charles Schwan published a book entitled "Total Leaders," in which they identified five distinctive approaches to leading successful change. The mentioned life performance outcomes are detailed in his book Learning Communities 2.0: Educating in the age of Empowerment.

Indicators to declare learning success of participants:

1. The Learner is able to create a module plan consisting of intended learning outcome, teaching and learning activities, and assessment rubrics.
2. The Learner is able to align and justify the same against the institutional learning outcome and/or relevant CHED Memos.
3. The Learner is able to create an authentic assessment standard/rubric for the module, such that he is able to justify the assessment task vis-à-vis the intended learning outcome.

Key Learning Points

1. OBE is no longer just concerned with what skills will school impart to its students but "what kind of a person will a school send out to the real world". The concept "competency or outcome" therefore now involves the concept of "soft skills," the development of which student affairs practitioners are involved with.
2. There is a weak form of OBE and a strong form of OBE. The CHED has adopted the "weak form of OBE."
3. The best way to understand OBE is understanding the "strong" type of OBE or Spady's OBE, through its four principles: Clarity of focus on the outcome of significance; Expanded opportunity for all to succeed; High expectation for all; and Design down from ultimate culminating outcome.
4. The application of these four principles in student leadership development program is what will qualify the program as "OBE".
5. The CHED memo on Enhanced Policy and Guideline on Student Affairs and Services provided a broad policy on student leadership development as it state that "HEI must provide a set of student centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders".
6. Hence, HEIs are free to adopt or determine their own intended learning outcome for their student leadership development programs, provided it is not inconsistent with the said policy.

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Module 7: Researches in Student Affairs and Services

Researches in Student Affairs and Services

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Abstract

The module focuses on the discussion of specific research modalities significant to student affairs and services, particularly on their understanding of assessment, action research, and impact assessment as part of the continuous development of current practices. The module introduces these three research studies by an explanation of their concepts and characteristics and providing activities to amplify understanding and application in the work of student affairs. The assessment part dwells on the development and writing of goals, objectives, and learning outcomes that are necessary in program development and evaluation. The action research discussion introduces insider action research where the dean or director of Student Affairs (SA) offices can effect change in collaboration with significant departments, starting from a common identification of core issues that can be the subject of change. Finally, impact assessment is discussed to introduce a model or framework that can be used by researchers before or/and after the project to be assessed. Significant learning from this module is the focused attention and participation of the reader in the application of concepts and being able to continuously learn and endeavor to start writing their research proposals and launch them in no time. Sample questions are presented to stir the interest of the SA researchers. References are also found at the end of the module for use and further readings. Moreover, a sample format of writing research proposal or final paper is available as well as enrichment activities to jump start the learner's research proposal.

Keywords: action research; assessment; evaluation; student affairs research

Course Intended Learning Outcomes (CILO)
At the end of this module, student affairs practitioners will be able to:

1. deliberate on current trends in researches and studies significant to student affairs and services, particularly on assessment and evaluation of measurement of the impact of student affairs programs and services, with the view of improving current practices; and

2. identify possible research topics, resources, and opportunities for collaborative research among participating institutions.

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Introduction

Research is an exciting endeavor that creates new knowledge for the benefit and consumption of everyone. In the context of student affairs and services, research can be challenging due to the daily multitudes of operational challenges that the heads of offices are facing. It is, however, a known fact that voluminous data are found in student affairs offices. These need to be collated and organized in order to make meaning from these data.

Research in student affairs is informed by various disciplines: sociology, psychology, education, health and wellness, psychiatry, management, and leadership, among others. In the Philippines, student affairs and services researches include principles of good practices, roles, and competencies of managers and heads of Student affairs Offices, crafting of student-related policies and best practices, student activism and fraternities, student discipline, placement of graduates, alumni development, attracting and integrating new student groups, life skills, frameworks for the formation of socially responsible students, mental wellness and well-being, and many more.

In the western countries, specifically the United States, themes in their researches in student services include power structures, ethnicity, moral development, gender identity, sexual communication and goals, racism, student leadership behaviors, mental health issues such as symptoms of suicide and their effective management, among others.

In 2020, the International Association of Student Affairs and Services (IASAS) published the book *Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices*, which presented the global practices of student affairs, as well as the comprehensive discussions of the various themes in the field. 200 authors in 88 countries were involved, with 14 countries reporting their unique student affairs and services delivery systems.

As succinctly expressed in the overview of the book, Schreiber and Ludeman contended that now *"is the time for Student Affairs and Services to shape and offer solutions, give direction and support to imagine the post-COVID-19 world as one world, where we share risks around crisis, share resources to combat crisis and advance social justice so that we are all equitably equipped to face the next crisis"* (IASAS, 2020, p. 21).

Research in student affairs, therefore, must be able to evaluate programs and services for students and student groups in higher education institutions in order to address the challenges of post-COVID-19. The goal is still focused on the improvement of student life, care for student's wellbeing, work study opportunities, social justice, inclusivity, diversity and pluralism in an online platform or hybrid modality.

Research Problem Identification

Beginning a research is actually asking questions on the practices in one's campus and/or in the student affairs office. These questions can be: what makes me happy while doing my job? What frustrates me? What is it that bothers me in dealing with my colleagues? What makes my students

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happy? What makes my student leaders speak their mind? What makes the students agitated? What sorts of problems arise every month, every term, every year? These are prompt questions that a practitioner of student affairs asks.

With the foregoing questions, the Student Affairs (SA) manager then collects data that may be the causes or reasons for the problem. Reading literature on the topic of concern can help in understanding the context, conversations of authors on the topic, as well as the concomitant issues, concerns, and the significance of the topic. Examples of these include mental health issues, student leadership, sports management, motivation, needs assessment, relationship, and so on. From the data collected, one can then decide on what to do with the evidences that were collected. An analytical analysis or reflection of the researcher on what worked and did not work is very important in order to identify the next steps.

Expectations from Module

In this module, we explore research possibilities in student affairs and services. We try to understand assessment, the processes, and necessary concepts and application to this area of study; action research, an inquiry process that involves collaborative effort to effect change in the program, an office, or institution as an insider-researcher; and impact assessment, an evaluative research to gauge how an intervention, project, or program created an impact on the intended student groups, clients, and stakeholders.

Assessment

Assessment is measuring what has been set to be developed in a particular setting, whether in curricular, co-curricular, or extra-curricular settings. This comes in the form of needs assessment, such as coming up with a program to enhance self-efficacy, responsible decision-making or leadership skills, among others, and coming up with needs analysis to determine the gap of what is the desired level of performance and what is being practiced.

To have an example of assessment, do the following activity. To help you do this, sample entries are provided.

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Activity Sheet 1

Guide Questions	Program Goals	Program Objectives	Content	Strategies
1. What do you want student leaders to know?	At the end of the term…	Student leaders should be able to …	Principles of leadership? Parliamentary procedure, Governance?	Weekly meeting, summer training? Or continuing leadership fora?
2. What do you want them to be able to do?	Demonstrate…		Vertical and horizontal accountability? Lead, follow accreditation protocols?	Critical analysis of current practices…
3. How will you find out whether they know what you want them to know?	…exhibits the following behaviors:…		Rubrics and behavioral indicators…	Exercises and case analysis…
4. How will you find out whether they have the skills you intend them to have?				Oral presentations, dramatization, skits?
5. How well do they know what you want them to know?				Answer self-assessment inventory self-report, reflection papers
6. To what extent do they have the skills you intend them to have?	Cite target skills levels		Human resources skills development	Likert scales Peer feedback
7. What can they do as compared to external absolute standards or pre-established criteria for such knowledge and skills?				Standardized tests and measures from researches
8. How much did students learn over the course of the program?				Summative learning evaluation

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Handout 1. Definition of goals and objectives, content and strategies

• Program goals are general statements on what the program intends to accomplish. These are what you want students to learn. There are three types of goals: process, performance, and outcome goals. In student affairs work, you can focus on one type or combination of these goals depending on the program intent.
An example of program goal is the following:

The goal of the Leadership Program is to form student leaders who will be competent, humanistic, nationalistic, and socially responsible in their organizations in and outside the confines of the University.

• Program objectives/outcomes are statements that describe the results to be achieved and help monitor progress towards program goals. An example of program objective is:

Relate effectively with people of different backgrounds

• Content identifies the topic or subject that needs to be introduced and discussed to attain your program goals.

• Strategies are the activities that take place as part of the program.

The assessment project should be meaningful, manageable, and demonstrable. The website of Colorado College (https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/curricular-goals) defined meaningful, manageable, and demonstrable in this manner:

Meaningful "means that the project should be useful to improve student learning by specifying one or more areas where such learning is not currently occurring as desired. It also means that the findings from the project should enable the manager to pinpoint whether to make curricular or co-curricular changes, pedagogical changes, or both to improve student learning, as well as what specific changes to make."

Manageable "means that your project is realistic in the context of the Training Plan and will not add so much work as to be untenable, nor will it be so extensive as to be impossible to carry out properly."

Demonstrable "means that you should be able to determine clearly whether students have learned the knowledge and/or skills described by your learning outcomes. There should be no ambiguity about the extent to which students learned what you intended, nor about what to do next to improve student learning."

In an area of concern, it will be best to identify a specific program, reflect on its importance, urgency, and the reasons for doing the assessment. Examples of programs that can be subjected to assessment are the Welcoming of Freshmen, leadership training for new officers of student organizations, student electoral process in your campus, either face to face or online mode, among others.

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Learning Outcomes

Learning outcomes for student affairs programs "are like thesis statements and research questions/hypotheses that guide any paper you write. Any decision you make about your research project/paper should be in service of those hypotheses/research questions or thesis statements. That's the same principle behind designing your course. What you have decided to do in your course should be helping students work towards meeting the learning outcomes."
- Dr. Heather Fedesco, CC Mellon Pedagogy Researcher, 2016-2018.

Learning Outcomes are more specific than curricular goals and address what the student will know or be able to do, as demonstrated by assessment measures/demonstrations of learning.

To help us write learning outcomes, refer to the revised Bloom's Taxonomy as presented here: https://www.unthsc.edu/center-for-innovative-learning/blooms-taxonomy-learning-objectives-and-higher-order-thinking/

Learning outcomes are always demonstrable (and thus observable) and, where appropriate, measurable. Faculty members or student affairs advisers benefit from the use of learning outcomes because learning outcomes:
   a.   identify what is most important to teach or impart;
   b.   bring the faculty together to discuss standards and expectations;
   c.   clarify the connections between courses and the overall coherence of the program, as well as the link between student success in the program and in students' later pursuits; and
   d.   provide demonstrable evidence of good teaching, documenting student learning success.

Students benefit from the use of learning outcomes because learning outcomes:
   a.   make it clear to students what they are to know and be able to do in your course or program;
   b.   help students prioritize the most important aspects of the course or program and thus focus their time and energy appropriately;
   c.   allow them to more accurately understand their academic strengths and weaknesses in order to improve on areas of weakness;
   d.   enable them to develop clarifying questions to increase the likelihood that they will develop the desired knowledge and skills; and
   e.   support them in their ability to draw connections between the multitude of details that they will encounter in a course/program and the substantive ideas underlying those details.

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A learning outcome has three components:
1. A phrase or sentence beginning with "Students can" or "Students are able to"
2. A verb that captures the action the student will be able to demonstrate the knowledge (articulate, explain, describe...) or skill (analyze, design, write, develop, create, test...) in question
3. A concluding phrase that elaborates on the verb, with focus on the concept/topic on which the verb/skill will be applied (explain how socialization works in everyday life; analyze DNA using electrophoresis)

Strong vs. Weak Learning Outcomes

The table below compares strong and weak learning outcomes.

Strong Direct Learning Outcomes	Weak Direct Learning Outcomes
Flow from curricular, co-curricular goals	Unrelated to curricular goals or goals are treated as outcomes
Meaningful; get at faculty interests regarding student learning of relevant knowledge/skills	Not meaningful; selected for ease rather than actual value or meaningfulness; perhaps chosen in a hurry or under pressure
Focus on core skills/knowledge to be gained in a specific course, minor, or major	Focus on secondary skills/knowledge; provide a list of all skills/knowledge of interest without prioritizing most important skills/knowledge
Outcome verbs are sharp clear, and specific (write, calculate, explain, predict, describe, create, analyze, evaluate…) and make it crystal-clear what students should know and be able to do at the end of the course/minor/major/program.	Outcome verbs are vague (understand, comprehend, demonstrate an understanding of) and don't really get at the intended outcome (how exactly students demonstrate "understanding" or "comprehension"?).
One verb per learning outcome	Multiple verbs per learning outcome
Brief and to the point – bullet-point length is fine in most cases. "Students will be able to…"	Wordy, packing in multiple ideas and perhaps including assessment demonstrations, which are ideally separated from the outcomes
Readily observable/demonstrable/measurable through a thoughtful assessment process	Not easy to observe/demonstrate/measure, usually because the verbs are not clear
Manageable: not too many outcomes (not more than 8 for a course; not more than 20 for a department/program, and fewer can be better)	Unmanageable: too many outcomes, overwhelming as departments/programs try to figure out what to assess and when
Discipline-specific much of the time	Overwhelmingly deal with general education skills, even within a department/program

Source: Anderson, Lorin W., and David R. Krathwohl, eds. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Addison Wesley Longman, Inc.

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Why is there a need to be clear on learning outcomes?

Learning outcomes are necessary in order to assess program success. These should be specific, measurable, attainable, reliable, and time-bound (SMART). Students learn also outside the confines of the classroom; actually, they learn everywhere and in order for the mentor to know whether the intended outcomes were reached, there should be indicators of success. The learning outcomes achieves this purpose.

Activity Sheet 2. Data Gathering Sources and Methods
Adapted from https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/curricular-goals/

Answer the following questions to help you identify sources of data or information and methods or intervention:

1. What information is available from previous term or school year that will give you solutions to your questions or identified problem?

2. What can be clear, well-written learning outcomes for this program?

3. What are existing learning outcomes? Are you writing these specifically for this project?

4. Who are your target informants or sample for the assessment project?

5. What detailed rubric with criteria description will you create?

6. From the findings, what ideas for intervention will you develop or implement?

7. Are you committed to effect change as an offshoot of the findings of the study?

Activity Sheet 3
Revisit an Existing Program and using the revised Bloom's Taxonomy, do the following activity:

Activity	Program	Learning Outcome	Revised Learning Outcome
1. Think of any program of your office and revisit your learning outcomes. 2. Rewrite them using one verb per learning outcome; observable, measurable, demonstrable. 3. Compose an assessment tool for this particular program based from learning outcomes identified.			

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Sample Assessment Tool

<div style="border:1px solid black; padding:10px;">
"Count what is countable, measure what is measurable, and what is not measurable, make measurable".
-Galileo Galilei
</div>

Training Needs
Assessment Questions

https://www.sampletemplates.com/business-templates/training-needs-assessment-template.html

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Handout 2. Needs Analysis

Needs analysis is a process that a leader, researcher, or manager goes through in partnership with various organizational stakeholders to determine whether there is truly a performance issue and if there is, can be addressed by a learning or training intervention. There are three steps to do needs analysis:

1. Determine the desired level of performance of students, faculty, or leaders. Data for the desired level of performance can be coming from performance indicators, performance audit, or quality assurance. These answer the questions "what is it that learners/are able to do," or "what you think they are capable of doing," or "what are the goals or objectives we are trying to let them complete?"
2. Determine the current level of performance by spending more time for observation with learners and stakeholders and finding out what is it that people are actually doing or performing in their roles and functions.
3. Determine the root cause/s of the performance issue or gap.
   a. Does the performance gap come from the lack of skills, knowledge, and motivation?
   b. Does the gap spring from the environment or lack of tools?
   c. What intervention could be initiated to address the performance gap?

From needs assessment and analysis, the researcher may develop an assessment tool for a population segment or an intervention that addresses the performance gap. A leadership training for senior student leaders in a University who are leading the officers in negotiating with administration on certain policies, student feedback, faculty and personnel competence, provision for needed infrastructure or improved services, may need to be trained on communication protocols, negotiation skills, and a deeper understanding of school governance.

The student affairs (SA) manager, dean, or director may also use data in various offices under his/her responsibility to understand more fully student needs of knowledge, skills, and values. What is significantly important is for the SA officer to address the needs and be available to students and lead them to be evidenced-based in their advocacies and responsible representation of the general student population in the campus.

Moreover, students who represent their colleagues in various capacities in the structure of the University or college must be able to assess their own growth by giving feedback to SA officers concerned. This, however, can be achieved when a good or positive relationship exist between and

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among student affairs officers and the students. At the end of the day, assessment is meant to help the constituencies for better relationships and deeper understanding of concerned issues and work for their resolutions.

Action Research

This section of the module presents Action Research as a tool in managing change in one's organization. Basically, the reference is based on the work of Coghlan (2019): Doing Action Research in your own organization (5th edition).

Action Research is a participatory and democratic interactive inquiry process that balances actions to solve actual organizational problem/s implemented in a collaborative manner with stakeholders. The purpose of action research is to understand the underlying causes of personal and organizational issues and effect change.

According to Coghlan and Brannick (2014), action research is an iterative process that consists of 4 four main phases, namely: constructing, planning action, taking action, and evaluating action. It has a pre-step, context, and purpose before the four necessary steps:
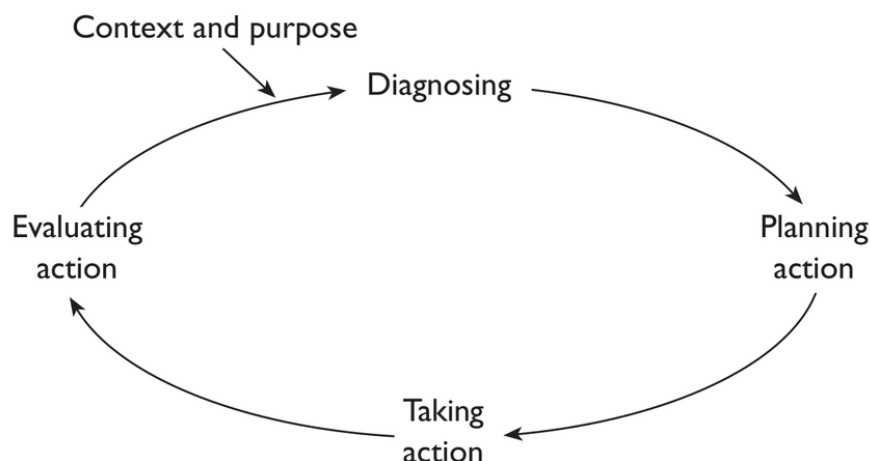
Figure 1: The Action Research Cycle from Coghlan and Brannick (2014)
Doing Action Research in Your Own Organization

In the same vein, Shani and Pasmore (2010) define action research as a new inquiry process in applied behavioral sciences that integrates existing organizational knowledge to solve real organizational problems. It focuses on bringing about organizational change by developing competencies of organizational members and significantly involves collaboration and co-inquiry.

The **context** in action research discusses the external and internal environments from which the organization operates and determines whether addressing a particular problem is essential in the organization.

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Constructing is identifying the core problem that affects multiple other issues within the organization or office. It involves a survey of an array of issues and concerns that requires immediate attention. Identifying the core problem means analyzing the underlying causes. It involves collaboration between concerned persons who will be party to solving the identified core issue. It is essential to get the consent of people involved in the organization to make the needed changes to address the problem.

Planning action involves identifying specific activities that are implementable to achieve the goal or objective of the action research. The rationale should be clear, and the timeline should be specific.

Taking action is implementing the planned action with collaborators to conduct the action research jointly.

Evaluating action is the careful scrutiny and deliberation on planned actions to come up with recommendations for the next cycle. The results of the evaluation feed to the iterative process of Action Research in Cycle 2. The same process is continued until such time that the core problem has been successfully addressed.

Methods of Data Collection in Action Research
There are three levels of Inquiry in Action Research: first-person, second-person, and third person.

First-person Inquiry
The first-person inquiry is self-reflective and is also known as practice skills as it fosters an inquiring approach to one's own beliefs, values, assumptions, ways of thinking, strategies, and behavior (Coghlan & Brannick, 2014). The action researcher recognizes that decision-making is affected by one's perspectives, values and culture that may hinder at looking at reality objectively. In this type of inquiry, the action researcher develops an awareness of his/her own perceptions, assumptions, and meaning-making and confront them using self-reflective tools. Here, we introduce two first-person inquiries: ORJI and Ladder of Inference.

Realistic ORJI. Every individual is different from one another. People are unique in their way as they come from various cultural, family, and environmental backgrounds. These differentiate one person with another in observing, reacting, and intervening primarily due to their unique experiences. These differences can quickly impact assumptions, such as feelings, biases, perceptual distortions, and impulses (Schein, 1999). There is, then, a need to be aware of our emotions that may prevent us from making sound and appropriate decisions. Figure 2 below shows the basic ORJI cycle.
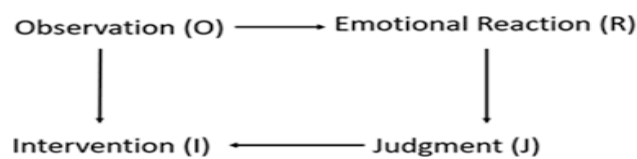

Figure 2. The Basic ORJI Cycle

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Observation (O)

Our observations are different from everyone, as these are information based on what we have seen or heard. Our observations help us deal with the information we receive—we can either block or entertain the observations we see and feel which can distort reality. We, however, need to look at the situation objectively by stepping back and looking again to refresh our sight and our other senses.

Emotional Reaction (R)

Emotional reactions are mainly based on our feelings, and sometimes, we barely notice and analyze what causes these feelings and what triggers a positive or negative response to them. It is vital to be well-aware of our feelings, so we do not misbehave. In like manner, we should value and acknowledge our feelings, understand where they come from, and be able to detect personal biases.

Judgment (J)

Our judgment plays a crucial role as we usually consider this in making a decision. It is better to analyze first our judgment before jumping into concrete action.

Intervention (I)

Intervention refers to the action needed to improve a circumstance or a situation after careful deliberation. These interventions should be based on factual data gathered. Action research is done collaboratively with significant people involved in solving an issue or problem.
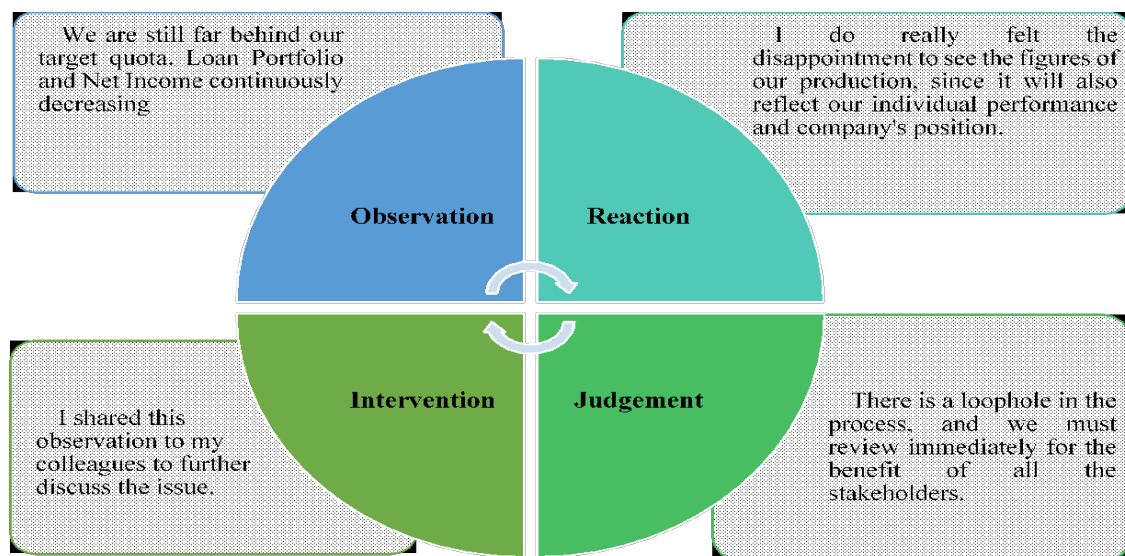

Figure 3. A Sample of Schein's ORJI Cycle in business setting
(Orquillo, MBA Integrative Action Research paper, T1 2020-2021)

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Activity Sheet 4

Take a **situation or event where your behavior resulted in an unprecedented outcome**. Reflect on the following questions and cite your observation, reaction, judgment, and intervention by using the space in the right column.

1. What did you observe? Can you describe it?	
2. How did you react? What feelings were aroused in you?	
3. What was your judgment about what happened? What thoughts did the event trigger?	
4. What did you do about it? How did you intervene?	

Ladder of Inference

Argyris (1982) developed the Ladder of Inference, which describes the thinking process that we go through, usually without realizing it, to get from a fact to a decision or action. The thinking stages can be seen as rungs on a ladder and are shown in Figure 4.

There are seven (7) steps in the reasoning process, starting at the bottom of the ladder. This process can help in understanding how we take actions based on our observation, meanings, and assumptions as we adopt beliefs about the person or situation.

I take ACTIONS based on my beliefs

I adopt BELIEFS about the person & the situation

I draw CONCLUSIONS

I make ASSUMPTIONS based on the meanings added

I add MEANINGS (cultural and personal)

I select DATA from what I observe

I OBSERVE data and experiences

Figure 4. The Ladder of Inference

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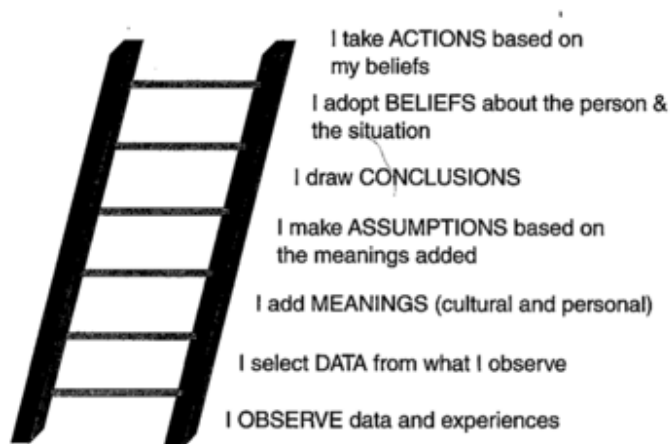
The Ladder of Inference helps us realize how we process our feelings based on these steps, which significantly affect us proactively or reactively. This can be a source of our preconceived notions or impartialities.

Activity Sheet 5

Using Figure 4, recall an incident in your work or project. Retrace your steps from what you saw and heard during the incident and answer the following questions:

1. What data/information or evidence did you select from all that was going on around you?
2. What inferences did you draw from the incident?
3. What conclusions did you draw out from the incident?
4. What actions did you take or not take?
5. Review the whole process. What insights come about as to how you may have moved from data to reasoning to conclusions?

Second-person Inquiry
The second-person inquiry addresses our ability to engage others during the action research. This allows us to inquire together and collaborate to understand the issues of mutual concern. We build relationships with others through listening, advocating, competing, and interacting. Forms of Inquiry by Schein (1979), Force-field Analysis, and Systems thinking are presented here.

The second-person inquiry is marked by suspending one's presuppositions and engaging in internal listening, accepting differences, and building mutual trust. Conversations need to be reflective (Scharmer, 2001) and require openness to participant's perspective. We learn to have faith in our collaborators by promoting optimism and impartiality to allow others their process of becoming.

Forms of inquiry according to Schein (1979)

Pure Inquiry. This translates to observing people in systems or organizational environments and asking a series of questions. This means simply asking questions that allow people to tell their stories. The goal is to ask questions about an issue or problem to understand what is going on without influencing their way of thinking.

Diagnostic Inquiry. This type of inquiry requires exploring the emotional process of the other person. The goal is to get answers from action research collaborators, leading them to dwell on their action without infusing them with our ideas and perspectives.

Confronting Inquiry. This type of inquiry focuses more on the reason why a particular action was done or inaction was preferred. This type of inquiry challenges the other person to look at a new perspective which may have not been seen or understood earlier.

Schein's inquiry process is essential to uncover the general empirical method: working with others to attend to their experience, having insights into that experience, and making judgments about

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where the insights fit the evidence and take action (Coghlan, 2009). This type of inquiry aims to allow participants, as insider action researchers, to establish trust to get information without biases and without being confrontational leading to an issue, problem, or opportunity for the project.

Four parts of speech is a tool used in action research inquiry to achieve successful communication with collaborators and participants (Fisher et al, 2000; Torbert & Associates, 2004). These are the following:

1. *Framing* sets the purpose of a meeting and checks our assumptions of the reason for the meeting.
2. *Advocating* is stating a thought, principle, or the goals that necessarily address issues and concerns.
3. *Illustrating* provides information about an actual event to collaborators and participants for a better appreciation of the context of the problem or issue.
4. *Inquiring* involves asking questions on personal views, opinions, and perspectives.

The importance of proper communication cannot be over emphasized, especially in the diagnosis of organizational problems such as processes, practices, and principles.

Force Field Analysis. Kurt Lewin in the 1940s created the Force Field Analysis as a technique to make structured decision-making. The tool is proven to be effective in communicating go/no-go decisions (Mindtools, n.d.). Using this technique, the action-researcher analyses the problem or issue through multiple lenses of various stakeholders by identifying driving forces to effect change and forces resisting change.

4 Steps in Force Field Analysis (by Mindtools)

1. **Describe Your Plan or Proposal for Change** - This is where we define our goals or visions for change.
2. **Identify Forces for Change** – These are forces both internal and external that drive change. We write these on the left column.
3. **Identify Forces Against Change** – These are the forces or the factors that resist the change. We write these on the right column.
4. **Assign Scores to each force** (1 being the weakest and 5 being the strongest according to the degree of influence that each factor has on the goal or vision for change), then add up the scores for each side (for and against).

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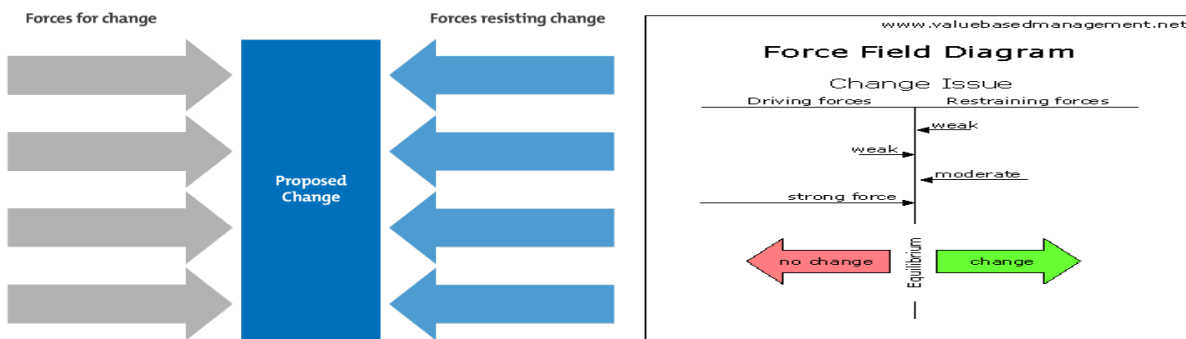*Module 7: Researches in Student Affairs and Services*
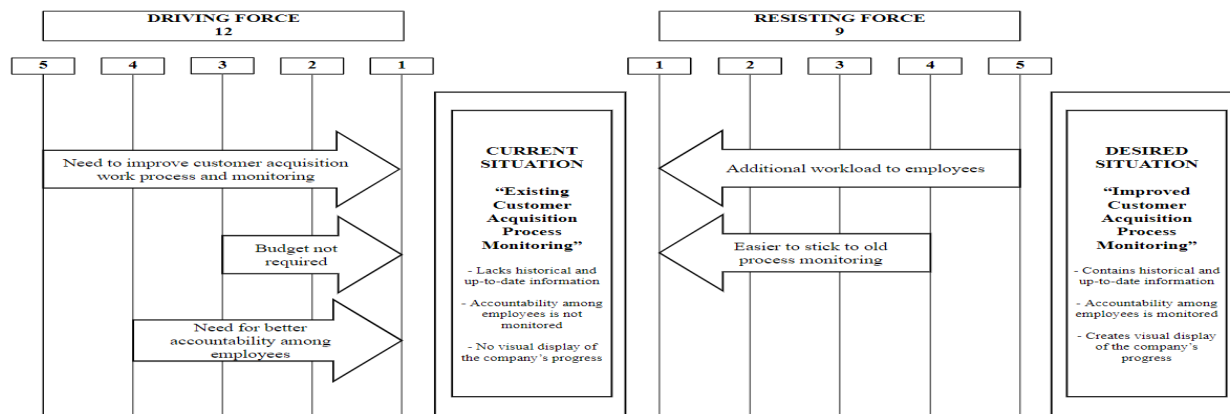
Figure 5. Force-Field Analysis

Figure 6. Sample Force-Field Analysis (Blanco, IAR paper 2T 2020-2021, DLSU)

The Force Field Analysis identifies the pros and cons of every action that influences change to occur. As an analytic tool, it helps in deciding whether or not to proceed with the change. A sample of Force-Field Analysis is in Figure 6.

Systems thinking. According to Peter Senge, author of "The Fifth Discipline: The Art and Practice of the Learning Organizations," systems thinking is a "discipline for seeing wholes rather than parts, seeing patterns of change rather than static snapshots, and for understanding the subtle interconnectedness that gives living systems their unique character."

Coghlan and Brannick (2014) cited systems thinking as seeing the organization with interrelated and interdependent parts developed to help us understand the philosophy of powerful management of learning organizations. To effect change in an organization, the action researcher understands linkages and interactions within the system.

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A sample of how systems thinking works is presented here in Figure 7:
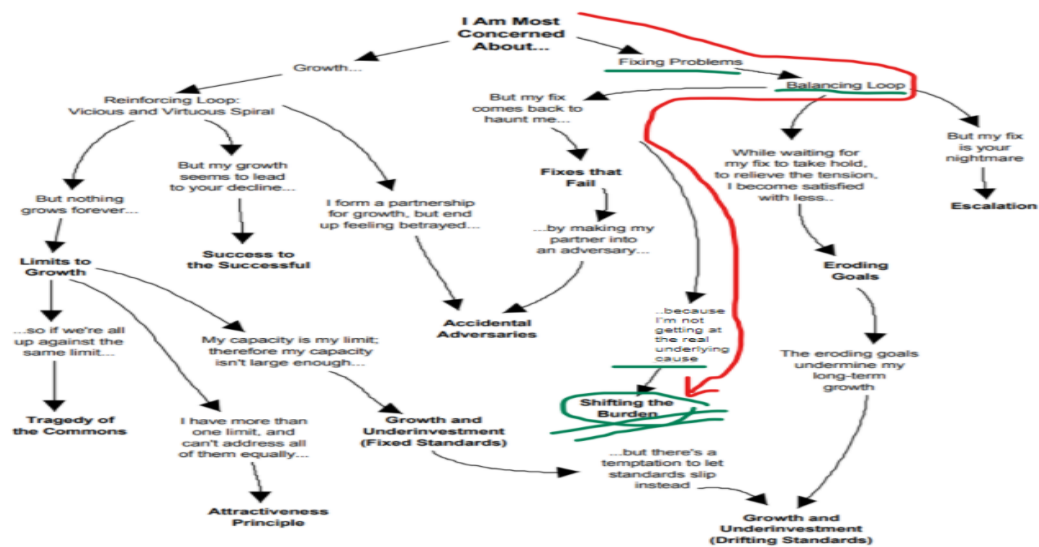
Figure 7: Sample of Systems Thinking Analysis (Paz, IAR paper 2T 2020-2021, DLSU)
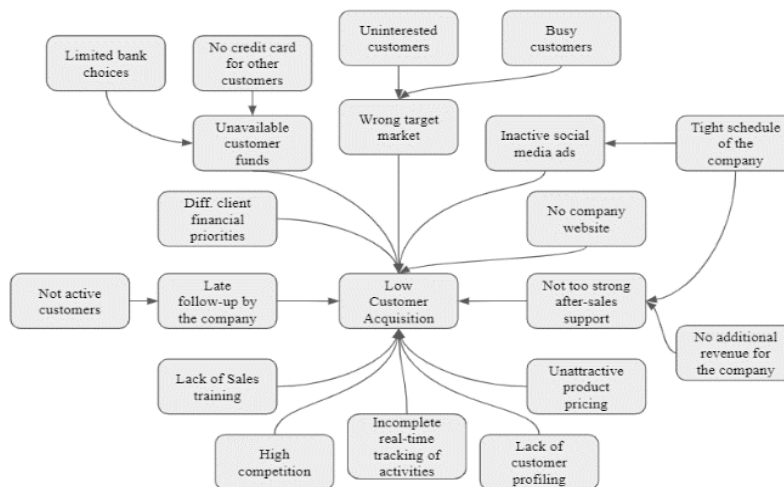

Figure 8. Sample of Systems Thinking (Blanco, IAR paper 2T 2020-2021, DLSU)

Systems thinking allows the researcher to deep dive into the causes, effects, and interrelatedness of issues. This tool is useful in identifying the problem and possible solutions. Do you have a hazy definition of the problem? Try the systems thinking mental modelling to help clarify the root cause of the problem.

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Third-person Inquiry

The third-person inquiry share knowledge to an impersonal audience (Coghlan & Brannick, 2014) by testing whether the action research methods used to solve a problem or modify a process that contributes to the betterment of the organization. An example of this is the *content framework* of Beckhard's four phases of change.

❖ **Determining the need for change** – At this stage, an array of issues is identified. The change is essential and will significantly impact the stakeholders. Inquiry and collaboration among the organization members are vital in reaching an agreement and permission from concerned authority necessary in the implementation of the change.

❖ **Defining the future state** – In this phase, the organization will identify the multiple stakeholders' desired future state. What change does the organization and its multiple stakeholders experience if change is implemented in say, the next 5 years or so?

❖ **Assessing the present in terms of the future to determine the work to be done** – This stage requires assessing which needs require change and which do not. Assessment is important in determining the intervention, the readiness and capability of manpower for the change to happen.

❖ **Managing the transition** – This involves a commitment to the desired change ensuring continuity and monitoring of implemented change.

As action research is done by the insider action researcher and the collaborators, frameworks from other disciplines maybe used to address the issue at hand. An example of this is the Operations Management Model presented in Figure 9.

Figure 9. Operations Management Model (Slack et al, 2013)
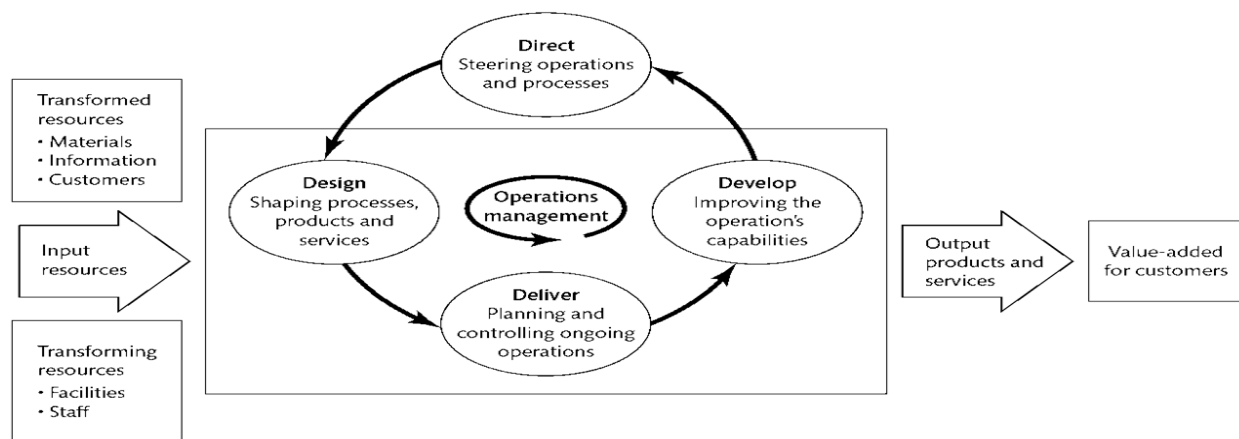
Operations Management refers to how organizations produce goods and services. The input resources undergo a transformation process resulting in products and services that provide value towards customers (Slack et al, 2013).

As action research is collaborative, reflective, and theory-building based on case experience, the action-researcher should remember the following:

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1. The identification of the problem/issue is done collaboratively in the context of the school or university using the first-person tools:
    a.   Identify standards or indicators of success or outcomes; and
    b.   Identify the necessary collaborators, their roles and functions, and their strategically important contribution to the execution of the plan.
2. Plan the intervention by identifying the concrete strategies and activities in a timeline for implementation.
3. Implement the intervention or planned change accordingly.
4. Evaluate the success of the intervention:
    a.   Reflect on the three dimensions of the research implementation: Content (what is the topic or area of concern), Process (how is this done according to what truly is valuable), Premise (how your previously-held values and principles have been changed due to the intervention done.
    b.   Answer the questions: What did you learn about yourself in terms of what you value? What do you believe in? What are your assumptions about the organization?
    c.   The evaluation results should input the 2nd cycle in solving or addressing the identified issue that was also identified in Cycle 1.

Impact Assessment

Impact assessment has been a buzz-word in inter-government organizations, international monitoring and funding agencies, and development projects. It is appreciated as a vital element in the policy-making and program cycle. One can take a two-pronged perspective on impact assessment (OECD, 2014). First, it is used in the planning stage of a project or a program where analysis is done on the prospective impact of an intervention. It affords planners the tools to identify the effects of the proposal, determine its viability, and peruse alternatives (De Vries, 2016). It equips decision-makers with the support and rationale to exercise responsibility and accountability. This predictive study is known as ex-ante impact analysis in development policy studies conducted by the United Nations (UN, 2018), Organization for Economic Cooperation and Development (OECD), and the like (OECD, 2014). Second, it is used in the evaluation and management stage of policy. This occurs beyond the planning phase of ongoing projects.

At this juncture, assessors focus on appraising the effects of the intervention. It estimates the extent to which the objectives of the project were met (Antonie, 2010). The retrospective dimension of impact assessment is known as ex-post impact assessment (OECD, 2014) in policy studies conducted by the UN, OECD, and the like.

Impact assessment applies to a vast arena that includes social, environmental, and technical spheres. These spheres include cultural, climate change, health, biodiversity, tourism, youth, and social inclusion impact assessments to name a few (UN, 2020). With this backdrop, we realize that the focus of development changes has gone beyond economic terms. Impact assessment has served as a tool to bring about sustainable development projects (Barrow, 1997; Vanclay, 2003).

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	Inputs	Outputs		Outcomes-Impact		
		Activities	**Participation**	**Learning**	**Action**	**Impact**
S I T U A T I O N / P R I O R I T I E S	What do we need to achieve our goals? Staff Volunteers Time Money Equipment Technology Partners	What do we have to do to ensure our goals are met? Workshops Meetings Camps Curriculum Publications Media Website Projects Field Days	Who needs to • participate? • be involved? • be reached? Number Characteristics Reactions	What do we think the participants will know, feel, or be able to do after participation in the program? Awareness Knowledge Attitudes Skills Aspirations	How do we think the participants will behave or act differently after participation in the program? Behavior Practice Decisions Policies Social Action	What kind of impact can result if the participants behave or act differently after participation in the program? Social Economic Civic Environmental

Ellen Taylor-Powell (2008)
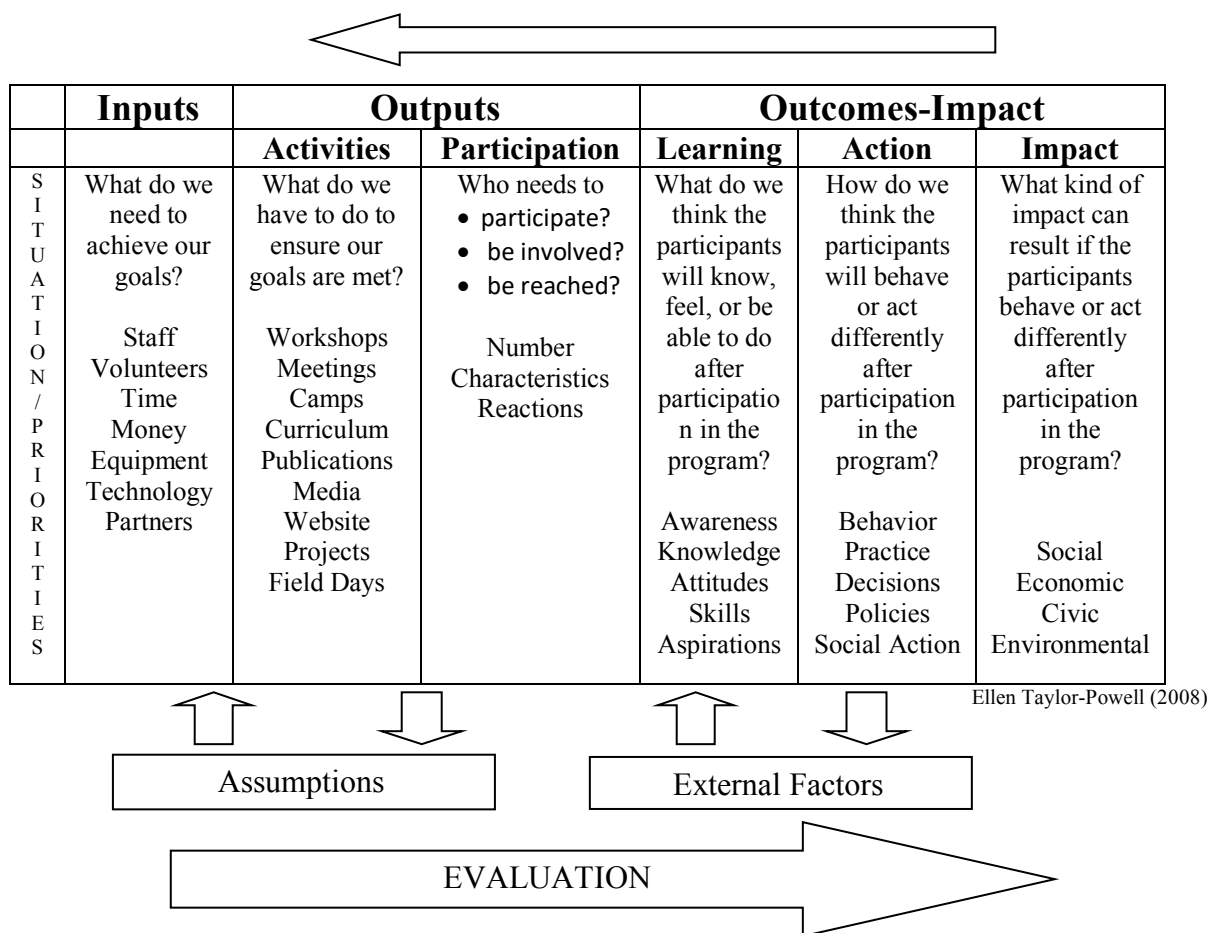
Assumptions **External Factors**

EVALUATION

Figure 10. Logic Model Framework

Ellen Taylor-Powell (2008) created the Logic Model Framework that spells how impact assessment can be done. The model has a situation report or identified priorities and have 3 main components: Inputs, Outputs, and Outcomes-Impact as shown in Figure 10. Specific questions are identified in each component as well as the indicators per component.

Assumptions are the beliefs about the program and how the people involved think how the program will work. These underlying beliefs are validated in the process of research and gained experience.

The environment in which the program exists includes a variety of **external factors** that can influence the program's success. The external factors include the cultural milieu, the climate, economic structure, housing patterns, demographics, political environment, background, experiences of program participants, media, changing policies and priorities and these may have a major influence on the achievement of outcomes. They not only influence the initiative but are influenced by the initiative.

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Taylor-Powell (2008) cites that this model includes a specific focus on participation or reach. Participation was part of the Bennett hierarchy of program effectiveness; reach is a concept that Montague (1997, 1994, cited in Taylor-Powell, 2008) uses in discussing the 3Rs of performance: **resources, reach, results**; which is also discussed in McLaughlin and Jordan's (1999, as cited in Taylor-Powell, 2008) article on logic models. According to Taylor-Powell, good program design depends upon a clear articulation and understanding of the target audience and activities which are designed based on audience characteristics and expected outcomes flow. This is part of the program theory – how the program works. Moreover, a focus on participation helps evaluators to be accountable for the effective and efficient use of resources. Evaluators must track and report participation data. Who are those that evaluators work with and how many? Thus, in the logic model participation, who to target and who to reach are identified explicitly and as a result, outcomes can be expected or achieved.

An example of a study which used this evaluative research is the Ten-Year Impact Assessment of Cultural Education in the Philippines (Bonnet et al, 2014).

Enrichment Exercise (Assessment)

1. Using the tools of Action Research, come up with a research proposal with the following format:
   Title page
   Table of Contents
   Purpose and Rationale
   Context
   Methodology
   Meta Learning
   References
2. Using Taylor-Powell's Impact Assessment Model, prepare an impact assessment proposal. The format of which will follow the components of the model.

Key Learnings of the Module
1. Learning Outcomes written in specific, measurable, attainable, and time-bound manner will make assessment easier as these direct and evaluate learning.
2. Action Research (AR) is collaborative, reflective, and participative. AR tools in the first-person, second-person, and third-person inquiry provide the mechanism of issue or problem identification, planning with strategies, implementing the action, and evaluating the whole research project.
3. Impact assessment is useful to get feedback from different stakeholders before or after the project evaluation and come up with recommendations.

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