

**An Assessment of Graduate Attributes of the
BSBA-HRDM Alumni of Letran Calamba:
Inputs to Syllabi Review and Enhancement**

Nimfa C. Gamban

Colegio de San Juan de Letran Calamba

— *Review of* —
**Integrative
Business &
Economics**
— *Research* —

ABSTRACT

Higher education institutions (HEIs) are mandated to produce competent graduates who have the attributes to perform a given job in their respective field of specialization. The study assessed the attributes of the HRDM graduates using a self-assessment and immediate superiors' assessment. The results of the assessment were used to analyze the relevance of the Program Educational Objectives (PEO) and Program Outcomes (PO) of the BSBA-HRDM to its graduates' employment or career experiences that will serve as inputs in enhancing the syllabi design and implementation. Results revealed that the HRDM graduates of Letran Calamba are highly employable. They are not job-hoppers but seekers of gainful employment. The results of the superiors' assessment revealed that they are positively impressed about how the HRDM graduates perform on the job. The prominent graduate attributes are personal competencies needed to become successful across job levels and careers. The study recommends the creation of HRDM faculty-alumni-students triumvirate which shall review the curriculum and develop a globally responsive syllabus.

Keywords: Human Resource Management, graduate attributes, globally responsive syllabus

1. INTRODUCTION

The Philippine Higher Education is mandated to contribute to building a quality nation capable of transcending the social, political, economic, cultural, and ethical issues that constrain the country's human development, productivity and global competitiveness (Article 1, CHED MO No. 42, series of 2012). Given this mandate, higher education institutions (HEIs) are compelled to produce competent graduates who have the attributes to perform a given job in their respective field of specialization. Hon. Maria Cynthia B. Baustista reiterated Article 2 of CHED MO No. 42 during the PASUC Conference last October 16, 2012 that HEIs should produce thoughtful graduates with a humanist orientation; analytical and problem solving

skills; the ability to think through the ethical and social implications of a given course of action; and the competency to learn throughout life. These graduate attributes are expected to be honed over the years of a student's life in the academic milieu. The dawn of ASEAN 2015 rouses HEIs to fortify their quest in producing graduates with the right mix of attributes. Likewise, HEIs recognize that organizations of today continue to operate in fast-changing and often unpredictable environments and therefore would require their new hires to be highly competent for work and become cross-functional as well. Letran Calamba as one of the HEIs at the hub of the industrial zones of CALABARZON, particularly in the province of Laguna had taken leapfrogging initiatives to respond to the trends and issues in higher education and the requirements of the industry where its graduates are to be deployed. The institutionalization of outcomes-learning based education in the different schools of the Colegio and ISO certification are among the foremost schema that were aggressively launched by Letran Calamba to heed to the demands of the contemporary business environment. The School of Business, Management, and Accountancy (SBMA) is one of the oldest academic units of Letran Calamba. Formerly known as the Commerce and Accountancy Department, SBMA envisions itself as a Center of Development in the field of business education in the region, a leader in providing competent managers and entrepreneurs who are fully aware of their social responsibility (SBMA Course Catalogue, 2012). Responding to this vision, SBMA had offered a relatively new program in the field of Business Administration, the BSBA major in Human Resource Development Management in AY 2007-2008. For almost seven years of existence, it had already produced three classes of HRDM graduates; however, there had been no attempt to investigate the graduate attributes that would have measured the efficacy of the program educational objectives and program outcomes of BSBA-HRDM program, hence this research. The study endeavored to assess the attributes of the graduates of the BSBA-HRDM program of Colegio de San Juan de Letran Calamba. The attribute assessment was done through self-assessment by the graduates and their respective immediate superiors. The results of the assessment were used to analyze the relevance of the Program Educational Objectives (PEO) and Program Outcomes (PO) of the BSBA-HRDM to its graduates' employment or career experiences that served as inputs in enhancing the syllabi design and implementation.

2. FRAMEWORK

The research is nested on two conceptual frames: Outcomes-based education and the research-based HR competency framework. The first conceptual frame of

the research is the outcomes-based education or more popularly known as OBE. According to Dr. Chong (<http://www.utar.edu.my/fes/file/OBE.pdf/> retrieved 24 Sept. 2013), one significant factor that prompted a review of education and brought forth the concept of OBE is the observation that the traditional education (TE) system may not adequately prepare students for life and work. He posited that TE is deficient in terms of the lack of emphasis on soft skills needed on the job like communication skills, office skills, and human relationship skills. Outcomes Based Education focuses on student learning by: using learning outcome statements to make explicit what the student is expected to be able to know, understand or do; providing learning activities which will help the student to reach these outcomes; and assessing the extent to which the student meets these outcomes through the use of explicit assessment criteria. It is a method of curriculum design and teaching that focuses on what students can actually do after they are taught (<http://www.utar.edu.my/fes/file/OBE.pdf/> retrieved 24 Sept. 2013). The second conceptual frame considered in the study is the research-based HR competency framework by Dr. Stephen C. Schoonover (HR Competencies for the New Century (<http://www.franquality.com.br/portugues/docs/HR%20Competencies%20for%20the%20New%20Century-Schoonover.pdf> 17 October 2010). The competency framework is structured into four building blocks as shown in Figure 1. Each of the four building blocks represents success factors that are responses to different sets of environmental requirements for HR professionals. The first are the Personal Attributes that represent stable characteristics common to all employees across all career levels; functional groups, industries, and global regions over time. The drivers for the competencies for the personal attributes block are results orientation, commitment, continuous learning, and honesty and integrity. The second block constitutes the Leadership and Management Competencies which are the success factors that differentiate performance across career levels or bands. The competency drivers for this are visioning and alignment, strategic thinking, networking, resource management, teamwork, process excellence, performance development, and goal setting. The HR Core Competencies are the third block in the competency framework that is considered as the success factors that are shared across all HR roles. The drivers for this are stewardship, compliance, customer focus, coaching and consulting, talent management, technology expertise, vendor management, knowledge management, virtual teamwork, assessment and measurement skills, and employee advocacy. The fourth block that completes the competency framework is the HR Role-Specific Competencies that represent the success factors that distinguish sub-functional/role specific competencies. The three (3) sub-functional

competencies are HR strategist, HR generalist, and HR specialist. Each of these has specific competency drivers. The drivers for HR Strategist are business acumen, strategic influence, and change management. To become an HR Generalist the competencies required are organization design, development, and effectiveness, relationship management, and project and product management. The last cluster of competencies is required for an HR Specialist. These competencies are strategy development, situation analysis, program design, and product and service delivery. These competencies represent the total team requirements needed for success in contemporary HR organizations. No person can or is required to master all attributes. These could be customized to the needs of the organization in terms of motivating, hiring, selecting, assessing, developing, managing, and retaining the HR talent pool (Schoonover, et al., 2000). The research embarked on assessing the graduates' competencies using the program outcomes (PO) that are anchored on the program educational objectives (PEO) of BSBA-HRDM, nested on the Letran Calamba Graduate Attributes inspired by the Vision-Mission-Values of Letran Calamba. This is depicted in the conceptual framework of the study (Figure 2). The articulation of Letran GA was made evident during the revision of the syllabus in the second semester of academic year 2013-2104. These attributes are as follows: a globally competent leader, a critical thinker, a technically skilled and innovative worker, a sensible communicator, a lifelong learner, an ethical and responsible citizen, and a reflective steward of god's creation. The BSBA-HRDM has 5-point PEO and PO that were transformed into competencies and assessed in the research. The HRDM PEO aims to train individuals to become competent and ethical global HR professional and management practitioners who can: perform human resource development functions proficiently, serve as change leader in organizational development, provide human resource consulting to different organizations, serve as labor relations mediator, and contribute to the economic development as responsible partner of the government and stakeholders through managing business organizations where they portray the roles of strategic business partners and change agents and/or consultants, as entrepreneurs, or managers of government agencies such as those in department of labor and employment.

On the other hand, the HRDM program outcomes are statements of attributes that are hope to be achieved by the graduates upon completion of the Bachelor of Science in Business Administration major in Human Resource Development Management. The graduate, who is trained in the culture of conscience, discipline, and excellence with Filipino, Dominican, and Christian orientation must be able to: apply business knowledge, management concepts, and ethical leadership skills to guide the

organization in people development, continue to update himself/herself through professional affiliation, training and further studies in human resource development and labor relations, manifest the value of Christian stewardship in creating a safe and fair working environment compliant with regulatory agencies' standards, design the program that will enhance the organization's management of its people and processes, and communicate effectively as a professional and management practitioner. The PEO and PO statements were transformed into competencies or attributes and were assessed in terms of two: criteria of evidence and relevance. The assessment was made two-way through a self-assessment by the graduates and an assessment by their respective superiors. The evidence of attributes is defined as the indication or manifestation of the competency on the graduate while relevance of the attribute refers to the application or usefulness of the competency on the job.

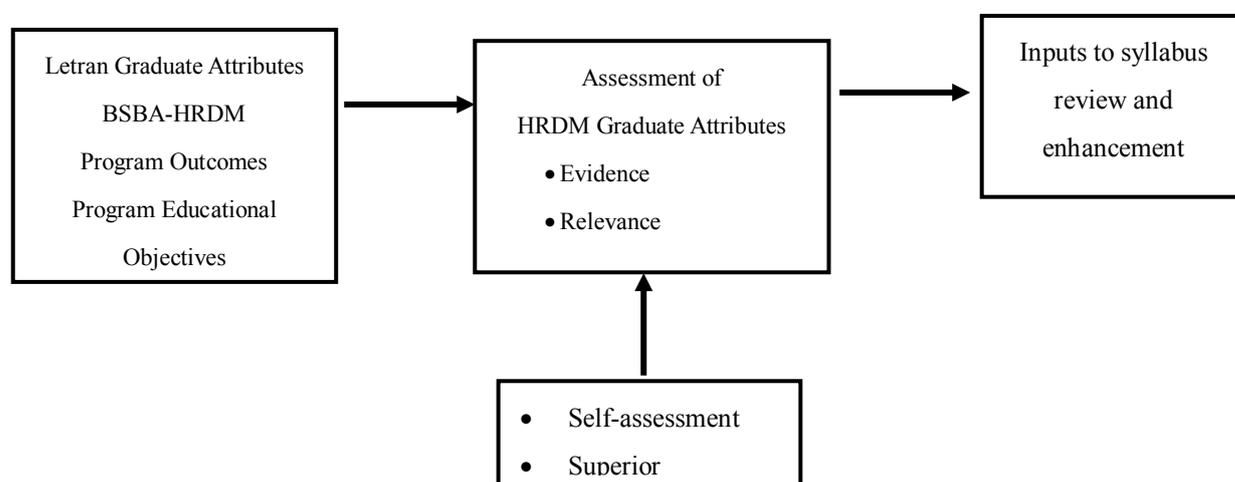


Figure 1. Research Framework

3. OBJECTIVES OF THE STUDY

The proposed research purports to assess the graduate attributes of BSBA major in Human Resource Development Management Class 2011-2013 and determine their relevance to the efficacy of the PEO and PO. It is believed that the results will provide empirical bases in reviewing and enhancing the syllabus design that will improve the way constructive alignment is implemented laterally among teaching-learning activities (TLAs), institutional intended learning outcomes (IILO), course intended learning outcomes (CILO), and assessment tasks (ATs) for the BSBA-HRDM program. It hopes to attain the objectives that follow: describe the profile of the graduate respondents from the BSBA-HRDM program for Class 2011 to

2013 as to their gender, year of graduation, employment transition, and type of work organizations; determine the perceived evidence and relevance of attributes of the graduate respondents as assessed by themselves and their immediate superiors; compare the results of the self-assessment and immediate superior's assessment of the graduate attributes; analyze the implications of the measured attributes on the Letran graduate attributes (GA), program educational objectives (PEO) and program outcomes (PO) of BSBA-HRDM; and provide recommendations for syllabi review and enhancement initiatives of the School of Business, Management and Accountancy.

4. METHODOLOGY

The research employed a descriptive design. The study determined the alignment of the graduate attributes, the program educational objectives (PEO), and program outcomes (PO) of the BSBA-HRDM program using a self-assessment and superior assessment questionnaires. Using a researcher-made questionnaire and key informant interview (KII), the results of study were able to elucidate the attributes of the graduates and determine whether gaps exist between their self-assessment and their superior's assessment. The results amplified whether the PEO and PO were attained as well as identified pertinent issues that could be addressed when reviewing and enhancing the syllabi of the HRDM professional courses. The research was conducted at Colegio de San Juan de Letran Calamba specifically in the School of Business, Management, and Accountancy or popularly called as SBMA. SBMA is offering three programs, namely: Bachelor of Science in Accountancy (BSA), Bachelor of Science in Business Administration (BSBA) with two specializations, Marketing Management and Human Resource Development Management (HRDM). Currently, it has around 1,000 students enrolled in the different programs where 175 students are enrolled in BSBA-HRDM for first semester AY 2014-2015. Structurally, under the supervision of the SBMA Dean, the BSBA-HRDM program has a Program Chair, one fulltime permanent faculty, and a number of part-time faculty members. The research participants were graduates of BSBA major in Human Resource Development Management Class 2011-2013 and their respective immediate superiors. Out of 60 graduates, 36 or 60% participated in the research. Initial contacts were made through phones, emails, and social networking sites. From the expected 36 superior's assessments, only 16 were retrieved. Most of the superiors were busy and could not find time to fill-up the questionnaire. The study utilized a two-way data collection method: the researcher-made questionnaire that was used to assess the

attributes of the graduates and key informant interviews (KII) to substantiate the initial data collected.

4.1. Graduate Attributes Questionnaire

The validated researcher-made questionnaire has two forms: self-assessment and superior assessment that contain two sections: the first section reveals pertinent employment data such as length of time needed in getting the graduate's first job; number of jobs held, their job title, job level, length of stay, and the type of organization. The second part contains 15 statements about the graduates' competencies based on the HRDM PEO and PO. The assessment of the attributes was done two-way in terms of evidence and relevance.

4.2. Key Informant Interview

A key informant interview was conducted among 6 graduate respondents. There were three from the first batch of graduates (Class 2011) and three from Class 2012; no one was able to attend from Class 2013. Transcriptions of the interview were done through the assistance of 4th year HRDM students who had the chance to observe how KII works.

4.3. Method of Analysis

Quantitative analysis of the data gathered from the questionnaire focused on the use of frequency and percentage, while the qualitative data generated from KII transcription were categorized to corroborate the quantitative analysis and interpretation. The comparative analysis between the assessment results utilized a gap analysis by getting the difference in the values for each attribute that were provided by the two respondents: the graduates and their superiors. The interpretation is as follows: if the value is 0, it means no difference in the assessment; if the value is positive (+) it suggests that there are more superiors than the graduates who gave a particular rate of the attribute, and if negative (-), it means there are more graduates than the superiors who gave a particular rate of the attribute. Because only 16 superiors provided their assessment of competencies of their respective subordinates, hence only 16 BSBA-HRDM graduates were considered in the assessment of difference. These graduates are those that the superiors directly manage.

5. RESULTS AND DISCUSSION

The discussion commences with describing the profile characteristics of the graduate and superior respondents, followed by recounting the graduates' job movements, comparing the results of self-assessment and superior's assessment of the evidence and relevance of the attributes that exemplify the Letran Graduate Attributes, PEO, and PO of the BSBA-HRDM program of Colegio de San Juan de Letran Calamba. A presentation of the implications of the measured attributes on the program educational objectives (PEO) and program outcomes (PO) of BSBA-HRDM and the three-fold inputs to syllabi review and enhancement completed this section.

5.1. The Profile Characteristics of Graduate and Superior Respondents

The first objective of the research was to describe the characteristics of the HRDM graduates who participated in the study. There were 60 graduates who comprised the three classes (2011 to 2013) of BSBA-HRDM program where 36 or 60% participated through their answered questionnaires. Of the 36, only 16 or 44% submitted their superior's assessment of their attributes. As seen in Table 5, the highest percentage of participants came from the 2nd batch of graduates (2012). Most of the respondents are females (63.9%) and were employed less than a year (61.1%). It is interesting to note that four of the participants were hired a day or two after graduation where two of them as Recruitment Specialist and HR/Admin Staff. Seemingly, majority of the graduates of HRDM did not wait a longer time to look for a job.

An important source of data for the research is the assessment made by the immediate superiors of the graduates who participated in the study. Although limited in number, their assessment of the graduates' attributes is deemed significant. As shown in Table 5, 50% of the superiors came from the service type of organizations. These organizations included an automotive company, school, bank, restaurant, department store, manpower agency and a marketing firm. Majority of the superiors' job positions are HR-related. Their job titles are Chief HR and General Affairs, HR Head, HR Administrative Manager, HRD Supervisor, HR Coordinator and HR Officer. Meanwhile, the non HR-related positions are Territory Manager, Operations and Business Development Head, Branch Manager, Supervisor and Coordinator. The graduates' superiors were mostly from service industry and were holding HR-related position. Seemingly, a typical graduate respondent was from Class 2012, female who got her first job between one month and 11 months after graduation.

Table 5. The characteristics of graduate respondents and their superiors

HRDM Graduates n=36	Count	%
Class		
2011	9	25,0
2012	16	44.4
2013	11	30.6
Gender		
Female	23	63.9
Male	13	36.1
Length of time in getting the first job		
Less than 1 month	6	16.7
1 month-11 months	22	61.1
1 year and above	5	13.9
No answer	3	8.3
Graduates' Superiors		
Nature of organization		
Service	8	50.0
Manufacturing	6	37.5
School	2	12.5
Position		
HR-related	9	56.2
Non HR-related	7	43.8

5.2. HRDM Graduates' Jobs Movements

The research has looked into the transition of jobs of HRDM graduates. It revealed that majority (50%) are still in their first job as revealed in Table 6 though a significant number have left their first job already. Interestingly, three graduates opted to establish their own business or manage a family firm: a language school and an accounting firm.

Table 6. Number of jobs held by the HRDM graduates

Jobs Held	Count	%
1	18	50.0
2	10	27.8

3	5	13.9
Entrepreneur	3	8.3

Table 7 illustrates the meaningful changes that had been made in the jobs of the participants. It shows the job titles, job levels, years of stay, and types of organization where the different jobs held by the graduates of HRDM. The data revealed that initially majority (58.3%) started with jobs related to Human Resource Management which is their specialization. However, at the time of the survey, a number of the graduates had moved to a job that is not related to their field anymore. Analyzing the responses of the participants in the questionnaire and the data trend in Table 7, one reason is the promotion given to them. That even it is not related to HR job since there is change in rank and pay, the graduates took the opportunity to level up in the organization. Interestingly, an inverse movement between job title and job level is also seen. As the graduates move from HR-related to non HR-related jobs, there is an increase in the number of graduates occupying a supervisory position. This could imply that the graduates had acquired a variety of skills that are not only limited to human resource management. On the other hand, a significant number remains in the contractual employment. Considering that the graduates are still considered young professionals, they are not job hoppers. Most of those who have stayed with the company for more than one year belong to the first batch of graduates, the HRDM Class of 2011. As to the type of organization, seemingly there is a shift from being part of the manufacturing to a service type of organization like schools, call centers, manpower consulting among others. This could be attributed to the emerging shift from manufacturing to service industries in the past decades.

Table 7. Job title, job level, years of stay, & type of organization of the different jobs held by the graduates of HRDM

	Job Title		Job Level			Years of Stay			Type of Organization		
	HR-Related	Not HR-Related	S	R	C	0	1	2	M	S	G
First Job (n=36)	58.3	41.7	5.6	80.6	13.9	51.4	28.6	20	17.1	82.9	-
Second Job (n=16)	43.8	56.2	6.2	68.8	25.0	62.5	18.8	18.8	25.0	68.8	6.2

Third Job (n=5)	40.0	60.4	20.0	60.0	20.0	60.0	40.0	-	-	5	-
<i>Legend:</i>	<i>Job Title:</i>	<i>Job Level:</i>	<i>Years of stay:</i>		<i>Type of Organization</i>						
	<i>HRR = HR-related</i>	<i>S = Supervisory</i>	<i>0 = less than 1 year</i>		<i>M = Manufacturing</i>						
	<i>NHR = Not HR-related</i>	<i>R = Rank & File</i>	<i>1 = 1 year to 1.11</i>		<i>S = Service</i>						
	<i>C = Contractual</i>		<i>2 = 2 years & above</i>		<i>G = Government</i>						

5.3. Perceived Evidence and Relevance of Attributes

In the course of conceptualizing the framework of the study, it was realized it has to be ensured that the attributes that will be assessed from the BSBA-HRDM graduates are aligned with the specified Graduate Attributes, Program Educational Objectives (PEO), and Program Outcomes (PO) of the HRDM program (Collegiate Syllabi Format). A mapping (Appendix C) was created to determine whether the items in the research questionnaire demonstrate the required GA, PEO and PO. PEO is defined by the Accreditation Board for Engineering and Technology or ABET (coined in 2005) cited by the University of Wisconsin System (UWS) as broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve (<http://www.uwsp.edu/papersci/documents/abet/Crit2.pdf/> retrieved 19 September 2014). POs on the other hand as defined by Dr. Chong are outcomes the students should have achieved by graduation time (<http://www.utar.edu.my/fes/file/OBE.pdf/> retrieved 24 Sept. 2013).

5.3.1. Self-assessment of Attributes by the HRDM Graduates

Table 8 presents the data about the perceived evidence and relevance of the graduate attributes by the 36 respondents. As defined in the research framework, the evidence of attributes is defined as the indication or manifestation of the competency on the graduate while relevance of the attribute refers to the application or usefulness of the competency on the job. The evidence and relevance of attributes are considered essential in determining the validity of the Letran GA, HRDM PEO and PO. It is the intention of the study to determine whether all the attributes are evident among the graduates and are relevant to their jobs. The results of such analysis are significant inputs to enhance the existing instructional strategies in the BSBA-HRDM program particularly in the design of the syllabus.

Analyzing the data presented in the table, it could be gleaned that there is consistency in the responses made by the graduates in terms of evidence and

relevance of attributes. This means that if an attribute is rated as highly evident or not evident by the majority of the graduates, the same attribute is rated as highly or not relevant. Noteworthy, the attributes that are rated as either moderately or highly evident or moderately or highly relevant are those in the personal attributes level and not the HR core and HR-role specific competencies. The personal attributes presented in the research framework of the study such as honesty and integrity among others represent the stable characteristics common to all employees across all career levels, functional groups, industries, and global regions over time (<http://www.franquality.com.br/portugues/docs/HR%20Competencies%20for%20the%20New%20Century-Schoonover.pdf> 17 October 2010). This signifies that the graduates possess the competencies needed for a successful work performance. These personal attributes also manifest the Letran seven-fold graduate attributes and the HRDM PEO and PO.

Among the personal attributes that was rated highly evident by the majority of the respondents are hard work (88.3%), fairness (85.3%), and accountability (82.4). The same attributes were also considered highly relevant. This proves that Letran Calamba through its BSBA-HRDM program is successful in shaping its students and therefore manifests the sixth Letran GA that of being an ethical and responsible citizen.

Table 8. Percentage of graduates' perception of the evidence and relevance of attributes

Attributes	Evidence			Relevance		
	N=36			N=36		
	NE	ME	HE	NR	MR	HR
1) I am proficient in conveying ideas clearly both oral and written in English	-	41.2	58.8	3.1	28.1	68.8
2) I have the ability to prepare, analyze and evaluate reports, proposals and concept papers related to Human Resource Management	17.6	38.2	44.1	21.9	31.3	46.8
3) I possess the personal qualities that demonstrate the values of:						
3.1 fairness	2.9	11.8	85.3	3.1	15.6	81.3
3.2 transparency	-	23.5	76.5	-	28.1	71.9
3.3 accountability	2.9	14.7	82.4	-	12.5	87.5
3.4 hard work	2.9	8.8	88.3	3.1	9.4	87.5
3.5 honesty	11.8	23.5	64.7	3.1	12.5	84.4
3.6 patience	2.9	41.2	55.9	3.1	18.8	78.1
3.7 diligence	2.9	41.2	55.9	3.1	31.3	65.6

3.8	innovativeness	2.9	41.2	55.9	6.5	35.5	58.0
3.9	risk taking	2.9	35.3	61.8	9.4	28.1	62.5
4)	I have the ability to apply the principles of the different forms of communication	11.8	26.5	61.7	6.3	25.0	68.2
5)	I have the ability to access, retrieve and disseminate information using specifically the human resource information system (HRIS)	32.4	23.5	41.2	22.6	22.6	53.8
6)	I have the ability and attitude to perform quality work related to HR functions such as:						
6.1	Perform recruitment functions	27.3	30.3	42.4	38.7	6.5	54.8
6.2	Identify selection criteria relevant for specific jobs.	27.3	45.5	27.2	45.2	9.7	45.3
6.3	Conduct training needs analysis	54.5	33.3	12.1	48.4	22.6	29.0
6.4	Develop and evaluate training programs	54.5	33.3	12.1	54.8	19.4	25.8
6.5	Create compensation packages that consider pertinent laws and regulations.	39.4	42.4	18.2	48.4	22.6	29.0
6.6	Establish the performance management system of the company.	39.4	45.5	15.1	29.0	41.9	29.0
6.7	Manage the company's employee benefits program.	42.4	36.4	21.2	45.2	22.6	32.2
6.8	Create a health, safety, and security program for the company.	42.4	24.2	33.3	38.7	19.4	41.9
7)	I have the ability to apply the concepts and principles of good interpersonal relations.	2.9	23.5	73.5	6.3	15.6	78.1
8)	I have the facility to develop a wholesome personality	-	35.3	64.7	-	34.4	65.6
9)	I possess the mind-set to participate actively in business associations, particularly HR associations, and comply with their policies and obligations	23.5	29.4	47.1	21.9	28.1	50.0
10)	Whenever needed, I demonstrate my leadership qualities.	2.9	44.1	53.0	6.3	28.1	65.6
11)	I value						
11.1	civic-mindedness and	5.9	41.2	52.9	6.3	37.5	56.2
11.2	responsible citizenship in all my endeavors.	3.0	36.4	60.6	3.1	37.5	59.4
12)	I have the competency to conduct environmental scanning.	18.2	60.6	21.2	19.4	45.2	35.5
13)	I have the adeptness to conduct business research/plan.	27.3	48.5	24.2	25.8	32.3	41.9
14)	I have the ability to explain the concepts, approaches, and techniques of environmental conservation.	24.2	48.5	27.3	25.8	41.9	32.3
15)	I possess the skill of acquiring and evaluating inputs related to the country's national development thrusts, concerns and socio-economic indicators.	24.2	48.5	27.3	22.6	48.4	29.0

Legend: NE = Not Evident ME = Moderately Evident HE = Highly Evident
 NR = Not Relevant MR = Moderately Relevant HR = Highly Relevant

The graduates also provided an honest opinion of their competencies in the HR profession. Majority of the graduates revealed that the required HR competencies that are considered as success factors are not evident in them and not relevant on their jobs as well. The HR competencies that were rated not evident and not relevant by a significant number of the respondents included training needs analysis, developing and evaluating training programs (54.5 % of the superiors), managing the company's employee benefits program and creating a health, safety, and security program for the company (42.4 % of the respondents) and creating compensation packages that consider pertinent laws and regulations, and establishing performance management system of the company with 39.4 %. This perception may be attributed to the fact that a number of the graduate respondents are not performing HR-related jobs and are in the non-supervisory position as seen previously in Table 7.

5.3.2. Assessment of Graduate Attributes by Superiors

The framework of the study requires a validation of the perceived attributes of the graduate respondents. To comply with this, an immediate superior's assessment was included as a variable. Of the 60 target superior respondents, only 16 superiors provided an assessment of the HRDM graduates who are under their supervision where the results are presented in Table 9. Seemingly, a bigger percentage of the immediate superiors rated the personal attributes of the graduates as highly evident. This implies that they have a strong and positive impression of the HRDM graduates of Letran Calamba. One of the superiors' comments noted in the questionnaire states " (name) would always lend a helping hand to sections needing urgent additional workforce. She makes sure she really understood instructions before execution, won't hesitate to ask questions and give suggestions as well." Moreover, it is interesting to note that 100 % of the superiors regard honesty as highly evident among the graduates. This is followed by the attributes of fairness, hard work and patience chosen by 80% of the superiors. Consequently, these attributes are considered by the superiors as highly relevant along with rest of the personal attributes.

As to HR competencies, the superiors' assessment revealed that only the performance of recruitment functions was rated highly evident by the superiors (46.1%). This perception may be valid because most of the current HR positions of the graduates are in the recruitment and selection functions. Because most of the graduates are not performing HR-related positions (Table 7), a number of superiors did not find some of the HR competencies as highly relevant although evident. One of the comments noted in the superior questionnaire is "*these are not part of her/his*

job” or “she/he is not the one performing HR functions in our company.” These HR attributes are the same attributes rated not relevant by the graduates like managing the company’s employee benefits program (46.1%), training needs analysis, developing and evaluating training programs (38.5%), creating a health, safety, and security program for the company (38.5 %) and creating compensation packages that consider pertinent laws with 38.4 %.

Looking at the attributes whether personal and HR role specific, it is a remarkable revelation that what are considered evident and relevant by the superiors from our graduates are the same competencies recognized by reputable organizations both locally and internationally. Like the renowned HR organization in the Philippines the People Management Association of the Philippines or PMAP through its training arm Center for Human Resource Management (CHRM) conceptualizes the PMAP Competency Framework. Their framework emphasizes two sets of competencies: the HR Technical Competencies and Core Competencies. The HR technical competencies include HR Planning & Acquisition, Human Resource Development, Compensation and Benefits, Employee & Labor Relations, and Organization Development. The core competencies, on one hand, take in Communication, Results Orientation, Creativity and Innovation, Relationship Management, Customer Focus, Human Resource Information Systems, and Code of Professional Conduct (<http://www.pmap.org.ph/content/training--accreditation/pmap-competency-framework/> retrieved 21 September 2014). A number of these competencies were found relevant in the research and are included in the HRDM curriculum.

Table 9. Percentage of superiors’ perception of the evidence and relevance of attributes

As I observe, it is evident that he/she....	Evidence			Relevance		
	NE	ME	HE	NR	MR	HR
1) is proficient in conveying ideas clearly both oral and written in English	-	46.7	53.3	-	20.0	80.0
2) has the ability to prepare, analyze and evaluate reports, proposals and concept papers related to Human Resource Management	13.3	46.7	40.0	6.7	26.7	66.7
3) possesses the personal qualities that demonstrate the values of:						
3.1 fairness	-	20.0	80.0	-	20.0	80.0
3.2 transparency	-	33.3	66.7	6.7	13.3	80.0

3.3 accountability	-	33.3	66.7	-	13.3	86.7
3.4 hard work	-	20.0	80.0	-	6.7	93.3
3.5 honesty	-	-	100.0	-	6.7	93.
3.6 patience	-	20.0	80.0	-	20.0	380.0
3.7 diligence	-	28.6	71.4	-	13.3	71.4
3.8 innovativeness	-	40.0	60.0	-	40.0	86.7
3.9 risk taking	-	53.3	46.7	-	46.7	53.3
4) has the ability to apply the principles of the different forms of communication	-	46.7	53.3	-	28.6	71.4
5) has the ability to access, retrieve and disseminate information using specifically the human resource information system (HRIS)	20.0	33.3	46.7	7.1	42.9	50.0
6) has the ability and attitude to perform quality work related to HR functions such as:						
6.1 Perform recruitment functions	23.1	30.8	46.1	23.1	23.1	53.8
6.2 Identify selection criteria relevant for specific jobs.	23.1	46.1	30.8	23.1	30.8	46.1
6.3 Conduct training needs analysis	38.5	53.8	7.7	38.5	38.5	23.0
6.4 Develop and evaluate training programs	61.5	23.1	15.4	38.5	38.5	23.0
6.5 Create compensation packages that consider pertinent laws and regulations.	38.4	38.5	23.0	38.5	30.8	30.8
6.6 Establish the performance management system of the company.	38.4	30.8	30.8	23.1	46.1	30.8
6.7 Manage the company's employee benefits program.	38.5	46.1	15.4		30.8	23.1
				46.1		
6.8 Create a health, safety, and security program for the company.	30.8	61.5	7.7	38.5	30.8	30.8
7) has the ability to apply the concepts and principles of good interpersonal relations.	-	26.7	73.3	6.7	40.0	53.3
8) has the facility to develop a wholesome personality	-	20.0	80.0	-	40.0	60.0
9) possesses the mind-set to participate actively in business associations, particularly HR associations, and comply with their policies and obligations	-	42.9	57.1	13.3	26.7	40.0
10) Whenever needed, she/he demonstrates her/his leadership qualities.	-	53.3	46.7	13.3	20.0	66.7
11) She/he values:						
11.1 civic-mindedness and	-	26.7	73.3	-	33.3	66.7
11.2 responsible citizenship in all my endeavors.	-	13.3	86.7	-	40.0	60.0
12) has the competency to conduct environmental scanning.	21.4	50.0	28.6	35.7	21.4	42.9
13) has the adeptness to conduct business research/plan.	21.4	57.1	21.4	42.9	14.3	42.9
14) has the ability to explain the concepts, approaches, and techniques of environmental conservation.	35.7	42.9	21.4	28.6	35.7	35.7

15) possesses the skill of acquiring and evaluating inputs related to the country's national development thrusts, concerns and socio-economic indicators.	21.4	71.4	7.1	28.6	35.7	35.7
---	------	------	-----	------	------	------

5.3.3. Comparative Analysis of Self-Assessment and Immediate Superior's Assessment of GA

Although only 16 superiors have assessed the attributes of the HRDM graduates, it is still significant to consider the results of their assessments. The comparative analysis utilized an observation of the difference in the values for each attribute by the two respondents: the graduates and their superiors. The interpretation is as follows: if the value is 0, it means no difference in the assessment; if the value is positive (+) it suggests that there are more superiors than the graduates who gave a particular rate of the attribute, and if negative (-), it means there are more graduates than the superiors who gave a particular rate of the attribute. Table 10 presents the data comparing the self-assessment and superiors' assessment of the attributes.

Table 10. HRDM graduates and superiors' comparative assessment of attributes

	EVIDENCE			RELEVANCE		
	NE	ME	HE	NR	MR	HR
N=16	1. Proficiency in conveying ideas clearly both oral and written in English					
Graduates	-	31.3	68.2	-	13.3	86.7
Superiors	-	46.7	53.3	-	20.0	80.0
Difference	0	+15.4	-14.9	0	+6.7	-6.7
N=16	2. Ability to prepare, analyze and evaluate reports, proposals and concept papers related to Human Resource Management					
Graduates	12.5	25.0	25.5	13.3	26.7	60.0
Superiors	13.3	46.7	40.0	6.7	26.7	66.7
Difference	+0.8	+21.7	+14.5	-6.6	0	+6.7

The difference signifies that there more superiors who believe that the attribute is highly evident among the graduates. However, there are graduates who thought that preparing, analyzing, and evaluating papers related to Human Resource Management is not relevant.

N=16	3.1 Possesses the personal qualities that demonstrate the value of fairness					
Graduates	-	12.5	87.5	-	20.0	80.0
Superiors	-	20.0	80.0	-	20.0	80.0
Difference	0	+7.5	-7.5	0	0	0

Graduates perceived that fairness is highly evident on them whereas the superiors perceived them as moderately evident.

N=16	3.2 Possesses the personal qualities that demonstrate the value of transparency					
Graduates	-	18.8	81.2	-	26.7	73.3
Superiors	-	33.3	66.7	6.7	13.3	80.0
Difference	0	+14.5	-14.5	+6.7	-13.4	+6.7

There are graduates who think that transparency is highly evident on them whereas for their superiors they are just moderately evident.

N=16	3.3 Possesses the personal qualities that demonstrate the value of accountability					
Graduates	-	18.8	81.2	-	13.3	86.7
Superiors	-	33.3	66.7	-	13.3	86.7
Difference	0	+14.5	-14.5	0	0	0

Both the graduates and superiors perceived accountability as highly relevant to the job. However, in terms of evidence of accountability, graduates perceived this as highly evident while the superiors rated it as moderate only.

N=16	3.4 Possesses the personal qualities that demonstrate the value of hard work					
Graduates	-	12.5	87.5	-	6.7	93.3
Superiors	-	20.0	80.0	-	6.7	93.3
Difference	0	+7.5	-7.5	0	0	0

The same with accountability, both respondents perceived hard work as highly relevant to the job.

N=16	3.5 Possesses the personal qualities that demonstrate the value of honesty					
------	--	--	--	--	--	--

Graduates	-	-	100	-	13.3	86.7
Superiors	-	-	100	-	6.7	93.3
Difference	0	0	0	0	-6.6	+6.6

This evidence is remarkable. A consistent perception of honesty as an attribute is seen for both respondents. The HRDM graduates of Letran Calamba are perceived to be an honest employee by their superiors.

N=16	3.6	Possesses the personal qualities that demonstrate the value of patience				
Graduates	12.5	25.0	62.5	-	20.0	80.0
Superiors	-	20.0	80.0	-	20.0	80.0
Difference	-12.5	-5.0	+17.5	0	0	0

The difference indicates that there are more superiors who perceived that the HRDM graduates are persevering on the job.

N=16	3.7	Possesses the personal qualities that demonstrate the value of diligence				
Graduates	-	31.3	68.7	-	20.0	80.0
Superiors	-	28.6	71.4	-	13.3	86.7
Difference	0	-2.7	+2.7	0	-6.7	+6.7

The difference indicates that there are more superiors who perceived that the HRDM graduates are conscientious on their job.

N=16	3.8	Possesses the personal qualities that demonstrate the value of innovativeness				
Graduates	-	37.5	62.5	-	33.3	66.7
Superiors	-	40.0	60.0	-	40.0	60.0
Difference	0	+2.5	-2.5	0	+6.7	-6.7

The difference indicates that there is an evidence of innovativeness among the HRDM graduates as assessed by their superiors.

N=16	3.9	Possesses the personal qualities that demonstrate the value of risk taking				
Graduates	-	31.3	68.7	6.7	13.3	80.0
Superiors	-	53.3	46.7	-	46.7	53.3
Difference	0	+22.0	-22.0	-6.7	+33.7	-26.7

There is dissonance in terms of how the graduates and superiors perceive the attribute of risk taking. A higher percentage of the graduates believe it is highly

evident on them while superiors assess them as only moderate.

N=16	4. Ability to apply the principles of the different forms of communication					
Graduates	6.3	18.7	75.0	-	6.7	93.3
Superiors	-	46.7	53.3	-	28.6	71.4
Difference	-6.3	+28.0	-21.7	0	+21.9	-21.9

Seemingly, a marked difference is seen both in evidence and relevance of the attribute. There are more graduates who believe that it is highly evident that they have the ability of applying the principles of communication, however, their superiors perceive it as moderately evident only.

N=16	5. Ability to access, retrieve and disseminate information using specifically the HRIS					
Graduates	18.8	18.8	62.4	20.0	6.7	73.3
Superiors	20.0	33.3	46.7	7.1	42.9	50.0
Difference	+1.2	+14.5	-15.7	-12.9	+36.2	-23.3

In terms of using HRIS, the respondents differ in their perception of evidence and relevance. Graduates perceive that it is highly evident that they can use HRIS whereas the superiors perceive it as moderately evident in them.

N=16	6.1 Ability and attitude to perform quality work related to recruitment					
Graduates	20.0	20.0	60.0	21.4	-	78.6
Superiors	23.1	30.8	46.1	23.1	23.1	53.8
Difference	+3.1	+10.8	-13.9	+1.7	+23.1	-24.8

The data revealed a marked difference in the perceived evidence and relevance of the graduates' ability and attitude to perform recruitment functions. More graduates perceive the attribute more highly evident than the superiors.

N=16	6.2 Ability and attitude to perform quality work related to selection					
Graduates	20.0	33.3	46.7	28.6	7.1	64.3
Superiors	23.1	46.1	30.8	23.1	30.8	46.2
Difference	+3.1	+12.8	-15.9	-5.5	+23.7	-18.1

The same as recruitment, more graduates perceive their ability to perform selection functions as highly evident while more superiors assess them as moderately evident.

N=16	6.3 Ability and attitude to perform quality work related to training needs analysis					
Graduates	53.3	40.0	6.7	42.9	28.6	28.6
Superiors	38.5	53.8	7.7	38.5	38.5	23.1
Difference	-14.8	+13.8	+1.0	-4.4	+9.9	-5.5

It is apparent in the data presented that there is a significant number of HRDM graduates who do not manifest the ability to conduct training needs analysis as perceived both by the graduates themselves and their superiors.

N=16	6.4 Ability and attitude to perform quality work related to training programs					
Graduates	53.3	40.0	6.7	50.0	28.6	21.4
Superiors	61.5	23.1	15.4	38.5	38.5	23.1
Difference	+8.2	-16.9	+8.7	-11.5	+9.9	+1.7

Consistent with the ability to conduct TNA, majority of HRDM graduates do not demonstrate the ability to develop and evaluate training programs as perceived by the superiors. However, the difference signifies that there are more superiors who believe that there are graduates whose ability to develop and evaluate training programs are highly evident.

N=16	6.5 Ability and attitude to perform quality work related to compensation					
Graduates	26.7	53.3	20.0	42.9	14.3	42.9
Superiors	38.5	38.5	23.0	38.5	30.8	30.8
Difference	+11.8	-14.8	+3.0	-4.4	+16.5	-12.1

The difference marks that there are more superiors who believe that there are graduates whose ability to perform work related to compensation are highly evident, though small in number.

N=16	6.6 Ability and attitude to perform quality work related to performance management system					
Graduates	33.3	53.3	13.3	21.4	35.7	42.9
Superiors	38.5	30.8	30.8	23.1	46.2	30.7
Difference	5.2	-22.5	+17.5	+1.7	+10.5	-12.2

When it comes to performing work related to performance management, there are more superiors who perceive a high level of evidence of the attribute than the graduates. This means that there are graduates who think that the said ability is only moderately evident while their superiors perceive them as highly evident.

N=16	6.7 Ability and attitude to perform quality work related to employee benefits					
Graduates	40.0	26.7	33.3	42.9	7.1	50.0
Superiors	38.5	46.2	15.4	46.2	30.8	23.1
Difference	-1.5	+19.5	-17.9	+3.3	+23.7	-26.9

Since most of the graduates who were assessed by the superiors are occupying staff positions in HR, both the graduates and their superiors perceived that employee benefits are not relevant to the job.

N=16	6.8 Ability and attitude to perform quality work related to health, safety, and security programs					
Graduates	20.0	46.7	33.3	21.4	14.3	64.3
Superiors	30.8	61.5	7.7	38.5	30.8	30.8
Difference	+10.8	+14.8	-25.6	+17.1	+16.5	-33.5

The data show that there are more superiors who perceived the graduates' ability to perform quality work related to health, safety and security as moderately evident. This implies that the graduates can perform such job related to the management of healthy, safe and secured workplace.

N=16	7. Ability to apply the concepts and principles of good interpersonal relations					
Graduates	-	18.8	81.3	-	20.0	80.0
Superiors	-	26.7	73.3	6.7	40.0	53.3
Difference	0	+7.9	-8.0	+6.7	+20.0	-26.7

The data revealed that a significant number of graduates possess the important skill of relating to people. It is surprising to note that there are superiors who don't consider the skill as relevant to the job.

	8. Facility to develop a wholesome personality					
Graduates	-	37.5	62.5	-	20.0	80.0
Superiors	-	20.0	80.0	-	40.0	60.0
Difference	0	-17.5	+17.5	0	+20.0	-20.0

This attribute is a remarkable achievement for the HRDM program. The graduates seemingly manifest the attainment of the mission of Letran Calamba which is the total human formation of its students. There are more superiors who believe that this attribute is highly evident among our graduates

N=16		9. Mind-set to participate actively in business associations, particularly HR associations, and comply with their policies and obligations				
Graduates	12.5	8.8	68.7	13.3	13.3	73.4
Superiors	-	42.9	57.1	13.3	26.7	60.0
Difference	-12.5	+34.1	-11.6	0	+13.4	-13.4

This is a clear indicator of one of the HRDM Program outcomes which is “to continue to update himself/herself through professional affiliation, training and further studies in human resource development and labor relations” to be evident among the graduates.

N=16		10. Demonstrates leadership qualities				
Graduates	-	25.0	75.0	-	20.0	80.0
Superiors	-	53.3	46.7	13.3	20.0	66.7
Difference	0	+28.3	-28.3	+13.3	0	-13.3

The difference indicates that there are more superiors who perceive that the leadership qualities of the HRDM graduates are moderately evident.

N=16		11.1 Values civic-mindedness in all endeavors				
Graduates	-	43.8	56.2	-	33.3	66.7
Superiors	-	26.7	73.3	-	33.3	66.7
Difference	0	-17.1	+17.1	0	0	0

The difference shows that there are more superiors who believe that the HRDM graduates are civic-minded individuals.

N=16		11.2 Values responsible citizenship in my endeavors				
Graduates	-	33.3	66.7	-	26.7	73.3
Superiors	-	13.3	86.7	-	40.0	60.0
Difference	0	-20.0	+20.0	0	+13.3	-13.3

Similar to civic-mindedness, there are more superiors who believe that the HRDM graduates are responsible citizens.

N=16		12. Competency to conduct environmental scanning				
Graduates	13.3	66.7	20.0	7.1	42.9	50.0
Superiors	21.4	20.0	28.6	35.7	21.4	42.9
Difference	+8.1	-46.7	8.6	+28.6	-21.5	-7.1

When it comes to the ability to conduct environmental assessment, there are more superiors who believe that this attribute is highly evident among the graduates.

N=16		13. Adeptness to conduct business research/plan				
Graduates	13.3	53.3	33.4	14.3	21.4	64.3
Superiors	21.4	57.2	21.4	42.9	14.3	42.9
Difference	+8.1	+3.9	-12.0	+28.6	-7.1	-21.4

The difference shows that the proficiency to conduct business research or business plan is moderately evident among the graduates.

N=16		14. Ability to explain the concepts, approaches, and techniques of environmental conservation				
Graduates	20.0	40.0	40.0	7.1	42.9	50.0
Superiors	35.7	42.9	21.4	28.6	35.7	35.7
Difference	+15.7	+2.9	-18.6	+21.5	-7.2	-14.3

N=16		15. Skill of acquiring and evaluating inputs related to the country's national development thrusts, concerns and socio-economic indicators				
Graduates	6.7	60.0	33.3	7.1	50.0	42.9
Superiors	21.4	71.5	7.1	28.6	35.7	35.7
Difference	+14.7	+11.5	-26.2	+21.5	-14.3	-7.2

The difference indicates that this attribute is moderately evident among the graduates of HRDM.

The foregoing results found in Table 10 clearly present the differences in the perceptions of the graduates and their superiors. An inverse relationship is seen in their perception of relevance and evidence. As graduates rated themselves high in a particular attribute, the superiors rated them low and vice versa. The implications of these results would be discussed further in the following section of the paper.

5.3.4. Implications of the measured attributes on the Letran graduate attributes (GA) to the program educational objectives (PEO) and program outcomes (PO) of BSBA-HRDM Program

The meaningfulness of the research conducted could only be established by linking its relevance to the principles that guide the implementation of the BSBA-HRDM curriculum. These set of principles include the Letran GA, program educational objectives (PEO) and the program outcomes (PO). As cited in the literature review, the PEOs reflect the application of what has been taught in the curriculum once the student has had time to contextualize his/her undergraduate

education (<http://engineering.missouri.edu/imse/degree-programs/bs-ie/abet/> retrieved 19 September 2014). This may come 3-5 years after graduation. The POs, on the other hand, reflect the assimilation of what has been taught in the curriculum at the point of completion of the undergraduate education (<http://engineering.missouri.edu/imse/degree-programs/bs-ie/abet/> retrieved 19 September 2014), that is, right after graduation.

The research objective of assessing the attributes of the HRDM graduates is the first step towards pronouncing that the PEO and PO were successfully realized. The main instrument that is being used in implementing the PEO and PO is the syllabus. As previously stated in the earlier part of research, one of the research's limitations is that it did not conduct a syllabi review of HRDM courses with the assumption that whatever attributes the HRDM graduates demonstrate; they are borne out of the conscientious implementation of the syllabus by the professors.

A lucid presentation of the relevance of the research findings to the Letran GA, BSBA-HRDM PEOs and POs is presented:

1. HRDM graduates' job movement

The research revealed that majority (61%) of the graduate respondents was employed in less than a month. This is a good indication of the rate of employability of the graduates. During the focus group discussion, one question that was asked from the participants was about the possible reasons why they immediately got the job. The prominent answers given were: name of the school "Letran Calamba"; name of the course "HRDM"; knowledge of HR functions; and self-confidence. One KII participant was quoted saying "*when I applied for Training Assistant and I discussed about the curriculum and then natutuwa sila kase talagang ah meron na palang HRDM ngayon*" and another responded "*pag nalaman nila na Letran Calamba, medyo anu sila, medyo conservative yung approach.*" Seemingly with Letran Calamba's 35 years of existence, it has made a significant dot in the world of corporate organizations. Indeed, the name of the HRDM program presents a specialized set of HR skills that most companies are now looking for. Another interesting response from an KII participant "*siguro po sakin, halos lahat ng mga kasama ko Psych, and ako lang po yung major ng HRDM, so ang advantage ko sakanila, meron tayong mga units sa law, so halimbaw magbabato ng ganito, so at least meron tayong alam, tapos may book din ako, tapos yung parang disadvantage lang, yung sa batch naming, yung testng po, kase hindi kame masyadong nakahawak ng testng yung batch namIn, so good thng na meron na sila (referring to the new*

curriculum) nun.” It is also evident that the POs are achieved at least by the participants. Yet, it has to be noted that a significant number of the HRDM graduates are not into HR-related jobs and are either in the rank-and-file position or contractual employment. One reason revealed during the KII was the non-availability of HR job in the company where they applied and also the salary offered was high for a non-HR position. This scenario calls for intensifying the career planning initiatives for our HRDM graduates.

2. Self-assessment results of graduate attributes

There were two sets of attribute assessment results by the graduate respondents. The first set that is found in Table 8 was the attribute assessment done by 60 graduate respondents. The second assessment results presented (Table 10) were done by 16 HRDM graduates who were assessed by their superiors. Of the 16 graduates, 10 or 63% are performing HR-related work and 6 or 37% are not into HR jobs. Two of the HRDM graduates are working in other countries during the time of the research.

The self-assessment made by the graduates is a meaningful revelation for Letran Calamba’s HRDM program. As seen in Table 8, the HRDM graduates demonstrate the personal attributes required to become successful across jobs. Conversely, they do not manifest the competencies needed to perform HR roles and functions. They may have the knowledge of the various HR technologies but probably lack the skill to put them into work. This could be substantiated by the responses made during the KII when the participants were asked about the classroom activities that could be improved. They said role playing is important for their course. This was articulated by one of the pioneer batch “*Si guro mam yung mga role playIng before, na yun nga, pInagawa mo samIn before na Training Needs Analysis (TNA) and then yung exIt interview, na talagang nang yayarI sa corporate world.*” That could be one way of helping them translate theories into action. Role playing is a form of an assessment task where students simulate a particular role, character, or person. This is where constructive alignment comes in. Constructive alignment or CA starts with clearly stating not what the teacher is going to teach, but what the outcome of that teaching is intended to be. CA is expressed in terms of the Intended Learning Outcomes (ILO), Teaching Learning Activities (TLA), and Assessment Tasks (ATs). (<http://www.queensu.ca/provost/responsibilities/qualityassurance/CyclicalProgramReviews/Orientation2014-15/ApplyingConstructiveAlignmenttoOutcomes-BasedTeachingandLearning.pdf> retrieved 19 September 2014). In the study conducted by Lui and Shum (2007) published in the Journal of Case Studies in Accreditation and Assessment, a

mapping of intended learning outcomes (ILO) on Bloom's Cognitive Domain (Table 2) and ILOs and Teaching and Learning Activities (Table 3) were used in Lingnan University in Hong Kong for its Managerial Accounting Course (<http://www.aabri.com/manuscripts/10562.pdf> retrieved on 24 May 2014). This could also be done for the BSBA-HRDM courses.

Another significant recommendation made by the KII participants was the use of feedback about students' performance. It is not only about the grades being presented to them but the teachers' reactions on how they perform inside the classroom. One female graduate reminisces "*Si guro po narerecall ko, yung mga for example po yung di ba po may subject kame before na trainIng, yung more on actual, na parang pinagcoconduct kame ng mis mong trainIng, yung anu yung mga kailangan mong iconsider pag mag-hahandle ka ng trainIng, sa recruitment yung buong process ng recruitment, yung actual po, and yung final po sa Inyo, yung nagkaron po tayo ng Interview, exit interview, magandang trainIng yun kasl natrain kame kung pano talaga yung sa real world, meron kamIng background.*"

With the advent of the ISO and accreditation requirements of the Colegio, it is believed that this had been addressed. The introduction of academic consultation, grade consultation, monitoring of students' achievement among others are the recent initiatives undertaken to serve as venues for teachers to give feedback to students. Though, it is cumbersome because of the paper requirements, it is realized that they are supportive of student academic growth and success.

3. Results of Superior Assessment of Graduate Attributes

The results of the superior assessment pose a strong and positive image of the HRDM graduates' work values. This is manifested by the percentage of superiors who perceived that the graduates' attribute is highly evident in the aspects of honesty (100%), responsible citizenship (86.7%), fairness, hard work, patience, facility to develop wholesome personality, ability to apply the principles of good interpersonal relationship with 80%, manifesting the value of civic-mindedness (73.3%), and diligence (71.4%). Seemingly, the HRDM graduates demonstrate what are required of them as articulated in their PEOs and POs and Letran graduate attributes as well. Similarly, as perceived by the graduates themselves, the superiors' assessments of HR competencies are either not evident or moderately evident. This is particularly seen in the areas of training and development, use of Human Resource Information System (HRIS) and compensation and benefits administration.

Another interesting finding from the superiors' assessment is the relevance of the attributes that were assessed. Those that were found to be highly evident among our graduates are considered relevant on the job. This is further corroborated by the competency framework of the Center for Human Resource Management (CHRM), the PMAP's training arm that conceptualizes the PMAP Competency Framework (<http://www.pmap.org.ph/content/training--accreditation/pmap-competency-framework/> retrieved 21 September 2014). The said framework accentuates both the HR and Core competencies. The HR competencies include HR Planning and Acquisition, Human Resource Development, Compensation and Benefits, Employee and Labor Relations, Organization Development while the Core competencies include Communication, Results Orientation, Creativity and Innovation, Relationship Management, Customer Focus, Human Resource Information Systems, and Code of Professional Conduct. These are contained in the PEO, PO, and attributes that were assessed in the research. This was also reiterated during the KII as one participant quote saying *“yung sa TraInIng at sa Recruitment and SelectIon, I thInk yun yung mas nagagamIt ko kase mam di ba, tInuruan mo kame before, na it's lIke for example ako yung traInor, nagagamIt ko sya untlI now, kausap ko lagI yung mga applIcants, so I need to present myself well.”*

It is also evident that the attributes that HRDM graduates of Letran Calamba possess are globally relevant. In 2012, the HR professional body of South Africa, the SA Board for People Practices (SABPP), launched a national HR Competency Model. The five core competencies are as followings: Leadership and Personal Credibility, Organizational capability, Solution Creation and Implementation, Interpersonal and communication skills, and Citizenship for the future (HR Competency Model <http://www.sabpp.co.za/about/our-projects/hr-competency-model/> 21 September 2014). These are the same competencies, though worded in different terms that Letran Calamba would want to make out of its HRDM graduates as specified in Letran Graduate Attributes, PEOs, and POS.

4. Comparative Analysis of the Assessment by the Graduates and their Superiors

The comparative analysis of the assessment made by the graduates and their superiors brings the final annotation on the implications of the research undertaken. Diligently, the 15 attributes assessed by the graduates and superiors were separately compared. It was found out that some differences were noted in terms of evidence and relevance. This is basically attributable to perceptual differences which are natural among people. The differences are inverse in

terms of direction which means if the assessment by the superior is high, the graduates' assessment is moderate and vice versa. At this point, it may be appropriate to mention that objectivity and self-examination (introspection) could also be integrated in the formation of the graduates. As specified by Dave Ulrich in his HR competency model, HR professionals as credible activists should take strong positions about business issues that are grounded in sound data and thoughtful opinions.

(<http://www.personneltoday.com/hr/whats-next-for-hr-the-six-competencies-hr-needs-for-todays-challenges/> retrieved 21 September 2014).

5.3.5. Proposed Recommendations for Syllabi Review and Enhancement Initiatives of the School of Business, Management and Accountancy

The discussion of the findings and implications of the study brings forth the last research objective to its attainment. From the findings and implications, applicable inputs to syllabi review and enhancement for the HRDM program will be presented.

"The syllabus is a small place to start bringing students and faculty members back together." Sharon Rubin, "Professors, Students, and the Syllabus," *Chronicle of Higher Education*, Aug. 7, 1985, p. 56.

(<http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/importance-of-the-course-syllabus> retrieved 07 November 2014).

The syllabus is like a roadmap that will lead the faculty and the students to a successful completion of the semester; superficially, the students obtaining a passing mark and the faculty completing the syllabus. But syllabus is more than just an enumeration of subject matters to be discussed with the students. For an undergraduate curriculum to become relevant and functional, it has to be transformed in accordance with the three prongs of OBE which are listing and achieving unit learning outcomes (ULO), listing and achieving program outcomes (PO), and listing and achieving program education objectives (PEO). (Dr. Chong <http://www.utar.edu.my/fes/file/OBE.pdf> retrieved 24 Sept. 2013). Upshot to OBE is the outcome-based learning which becomes learner-driven and aimed at achieving outcomes rather than content/skills driven and teacher/trainer centered (<http://academic.sun.ac.za/theology/netact/ASSESSMENT.OBE.pdf> retrieved 03 December 2013). Considering these conceptual premises and the findings of the study, the following are recommendations for HRDM syllabi review and enhancement:

1. **Glocally responsive syllabus.** A glocally responsive syllabus has achieved alignment both with global and local standards of competencies. In this case,

the HRDM PEO and PO may be reviewed using the contemporary HR Competency Framework of the People Management Association of the Philippines, Workplace Learning and Performance (WLP) Competency Framework of PSTD (Philippine Society of Training and Development), HR Competencies for the New Century by Dr. Stephen C. Schoonover and the HR Competency Model of Dave Ulrich. A mapping of these HR frameworks could be done to determine their points of convergence which shall become the inputs to the review of HRDM PEO and PO.

2. **Employing a culture of involvement.** In revising the syllabus, former students or alumni could be invited for they can provide empirical inputs in enhancing the contents of the syllabus particularly on the teaching learning strategies and assessment tasks. This idea was inspired when one of the KII participant stated *“sa subjects or sa loads, parang open para sa mga alumni to come over and to talk about thIngs, ganon, para at least sa lower batch like sila, na halimbawa , we have basically to talk about anu ba yung reality, anu ba yung corporate world.”* The recent experiences of former students will refresh the syllabus while the alumni will bring in strategies that are based on corporate experience.
3. **Developing an HRDM syllabus design kit.** This is a step- by-step procedure that will guide the faculty and students in designing the syllabus customized to the requirements of BSBA-HRDM program.
- 4.

6. SUMMARY OF FINDINGS

- 6.1. There were 60 graduates who comprised the three classes (2011 to 2013) of BSBA-HRDM program where 36 or 60% participated through their answered questionnaires. Of the 36, only 16 or 44% submitted their superior’s assessment of their attributes. A greater percentage of participants came from the 2nd batch of graduates (2012), where most of them are females (63.9%) and were employed less than a year. Majority of the graduates of HRDM did not wait a longer time to look for a job. As the graduates move from HR-related to non HR-related jobs, there is an increase in the number of graduates occupying a supervisory position. On the other hand, a significant number remains in the contractual employment. Considering that the graduates are still considered young professionals, they are not job hoppers. As to the type of organization, seemingly there is a shift from being part of the manufacturing to a service type of organization like schools, call centers,

manpower consulting among others. Majority (50%) of the superiors came from the service type of organizations and handle HR-related jobs

6.2. As regard the attributes that were assessed through self-assessment and superior's assessment, the following were the significant findings.

6.2.1. For graduate respondents, the attributes that were rated as either moderately or highly evident or moderately or highly relevant are those in the personal attributes level and not the HR core and HR-role specific competencies. The personal attributes that were rated highly evident and highly relevant by the majority of the respondents are hard work (88.3%), fairness (85.3%), and accountability (82.4). This proves that Letran Calamba through its BSBA-HRDM program is successful in shaping its students and therefore manifest the sixth Letran GA that of being an ethical and responsible citizen. The HR competencies that were rated not evident and not relevant by a significant number of the respondents included training needs analysis, developing and evaluating training programs (54.5 % of the superiors), managing the company's employee benefits program and creating a health, safety, and security program for the company (42.4 % of the respondents) and creating compensation packages that consider pertinent laws and regulations and establishing performance management system of the company with 39.4 %. This perception may be attributed to the fact that a number of the graduate respondents are not performing HR-related jobs and are in the non-supervisory position.

6.2.2. As to the findings in the superior's assessment, a bigger percentage of the immediate superiors rated the personal attributes of the graduates as highly evident. This implies that they have a strong and positive impression of the HRDM graduates of Letran Calamba. Noteworthy is that 100 % of the superiors regard honesty as highly evident among the graduates. This is followed by the attributes of fairness, hard work and patience chosen by 80% of the superiors. Since most of the graduates are not performing HR-related positions, a number of superiors did not find some of the HR competencies highly relevant in the performance of the job though evident among the graduates. These HR attributes are the same attributes rated not relevant by the graduates

6.3. The 15 attributes assessed by the graduates and superiors were separately compared. Findings revealed that expected differences were noted in terms

of evidence and relevance. This is basically attributable to perceptual differences which are natural among people. The differences are inverse in terms of direction which means if the assessment by the superior is high, the graduates' assessment is moderate and vice versa.

6.4. Presented below are the implications inferred from the results of the study:

6.4.1. Implications on the job movements of the HRDM graduates. The research revealed that majority (61%) of the graduate respondents was employed in less than a month. This is a good indication of the rate of employability of the HRDM graduates. The prominent answers given by the participants were: name of the school "Letran Calamba"; name of the course "HRDM"; knowledge of HR functions; and self-confidence. Yet, it was noted that a significant number of the HRDM graduates are not into HR-related jobs and are either in the rank-and-file position or contractual employment.

6.4.2. Self-assessment. The HRDM graduates demonstrate the personal attributes required to become successful across jobs. Conversely, they do not manifest the competencies needed to perform HR roles and functions. They may have the knowledge of the various HR technologies but probably lack the skill to put them into work.

6.4.3. Superiors' assessment. The results of the superior assessment pose a strong and positive image of the HRDM graduates' work values. This is manifested by the percentage of superiors who perceived that the graduates' attributes are highly evident in the aspects of honesty (100%), responsible citizenship (86.7%), fairness, hard work, patience, facility to develop wholesome personality, ability to apply the principles of good interpersonal relationship with 80%, manifesting the value of civic-mindedness (73.3%), and diligence (71.4%). Seemingly, the HRDM graduates demonstrate what are required of them as articulated in their PEOs and POs and Letran graduate attributes as well.

6.5. Based on the findings, the following inputs for the review and enhancement of syllabi of the HRDM courses were derived:

6.5.1. A proposal to adapt a globally responsive syllabus that would meet both global and local standards of competencies.

6.5.2. Instituting a culture of involvement that posits the considerable contribution of the "significant others" in the HRDM syllabi, the former students and alumni.

- 6.5.3. Developing an HRDM syllabus design kit that will serve as a “walk through” guide for the faculty.

7. CONCLUSIONS

From the findings presented above, the following conclusions are drawn:

- 7.1. The HRDM graduates of Letran Calamba are highly employable. They are not job-hoppers but seekers of gainful employment.
- 7.2. The graduate attributes prominent among the HRDM graduates are personal competencies needed to become successful across job levels and careers. The HR core and specific competencies are required to be reinforced in the various courses. There is a need to institute a continuing career planning program for the HRDM students to be able to build a meaningful career pattern after graduation. This may begin in the first semester of the students explicitly stipulated in the syllabus of Introduction to HRDM Profession subject on to the last semester of their stay in the program.
- 7.3. The differences in graduate attributes’ assessments are inverse in terms of direction which means if the assessment by the superior is high, the graduates’ assessment is moderate and vice versa. However, the superiors are positively impressed about how the HRDM graduates perform on the job. Regardless of the degree attained by the graduates, the personal qualities manifested in their work values are given paramount preference.
- 7.4. There is a need to revisit the HRDM PEO and PO to reinforce them with the global and local competency standards in the HR profession. This is particularly pertinent as the first batch of the new curriculum is about to graduate.
- 7.5. The HRDM syllabi review could be a shared effort of faculty, students and alumni who may serve as industry experts thus create HRDM syllabi that are doable and relevant to the educational objectives and outcomes of the program, teaching strategies of the faculty, learning needs of the students, career interests of the graduates, and industry competency requirements of the organizations.

8. RECOMMENDATIONS

From the findings that were presented and the conclusions that were forwarded, the following actions are then put forward:

- 8.1. A Continuing Career Planning Program (CCPP) may be integrated in the HRDM curriculum to prepare the students in joining the world of work. The

- CCPP shall endeavor to make the HRDM students technically and psychologically ready to become specialists and leaders in the HR profession.
- 8.2. Create a culture of opportunities for the students to avail in building up positive work values both in curricular, co-curricular and extra-curricular activities.
 - 8.3. Revisit the HRDM PEO and PO to reinforce them with the global and local competency standards in the HR profession, hence come up with a “glocally responsive syllabus.”
 - 8.4. Review the current syllabi after the HRDM PEO and PO had been revisited. Prepare rubrics to use in defining that there is constructive alignment among significant components of the syllabus, that is, from GA to IILO to CILO to SM/T to TLA and to AT.
 - 8.5. A review of the current BSBA-HRDM curriculum could also be considered to determine the impact of the findings of the research.
 - 8.6. Establish the HRDM faculty-alumni-students triumvirate who shall be one in strengthening the HRDM curriculum.
 - 8.7. It is also recommended that the research be replicated after the first batch of the new curriculum has graduated to determine whether the methodology and findings of the current study are still relevant.

REFERENCES

- [1] Accreditation Board for Engineering and Technology or ABET as cited by University of Wisconsin-Stevens Point (UWSP) (2014) <http://www.uwsp.edu/papersci/documents/abet/Crit2.pdf> retrieved 19 September
- [2] Aglipay, M. (2011) A Competency Framework for the Filipino WLP Practitioners Today <http://pstd.org/pstd2012/wp-content/uploads/A-Competency-Framework-for-the-Filipino-WLP-Practitioners-Today-2012.pdf> retrieved on 21 September 2014
- [3] Barrie, S. (2006) Understanding what we mean by the generic attributes of graduates. <http://www.itl.usyd.edu.au/GraduateAttributes/barriepaper.pdf> retrieved on 22 July 2014
- [4] Baustista, MC. (2012) Quality, Quality Assurance, Typology and PASUC. PASUC Conference <http://www.aaccupqa.org.ph> retrieved on 15 September 2014
- [5] Bezinović, P. (2005) National qualification framework and the learning outcomes based

- education [www.unizg.hr/Bezinovic%20-%20Learning%20outcomes%20based%](http://www.unizg.hr/Bezinovic%20-%20Learning%20outcomes%20based%20)
retrieved 23 September 2013
- [6] Biggs, J. <http://www.johnbiggs.com.au/academic/constructive-alignment/> retrieved
19 September 2014
- [7] Biggs, J. & Tang, C. (2009) Applying constructive alignment to outcomes-based
teaching and
learning. [http://www.queensu.ca/provost/responsibilities/qualityassurance/Cyclical
ProgramReviews/Orientation2014-15/ApplyingConstructiveAlignmenttoOutcome
s-BasedTeachingandLearning.pdf](http://www.queensu.ca/provost/responsibilities/qualityassurance/CyclicalProgramReviews/Orientation2014-15/ApplyingConstructiveAlignmenttoOutcome-s-BasedTeachingandLearning.pdf) retrieved on 19 September 2014
- [8] CHED Memorandum Order (CMO) No. 42 Series 2012. <http://www.ched.gov.ph>
retrieved 15 September 2014
- [9] Chong, S Outcomes-Based Education (OBE) (2008)
<http://www.utar.edu.my/fes/file/OBE.pdf> retrieved on 24 Sept. 2013
- [10] International Engineering Allianc (2013) Graduate Attributes and Professional
Competencies
<http://www.ieagreements.org/IEA-Grad-Attr-Prof-Competencies.pdf> retrieved on
19 September 2014
- [11] Cornell
University. [http://www.cte.cornell.edu/teaching-ideas/designing-your-course/writi
ng-a-syllabus.html](http://www.cte.cornell.edu/teaching-ideas/designing-your-course/writing-a-syllabus.html) retrieved on 21 September 2014
- [12] Keele University. Developing your Graduate Attributes through studying the PG
Diploma/MA in Human Resource Management (HRM)
[http://www.keele.ac.uk/media/keeleuniversity/fachumsocsci/kms/docs/gasdocume
nts/MA%20HRM%20-%20Graduate%20Attributes%20Statement.pdf](http://www.keele.ac.uk/media/keeleuniversity/fachumsocsci/kms/docs/gasdocuments/MA%20HRM%20-%20Graduate%20Attributes%20Statement.pdf) retrieved on
19 September 2014
- [13] Lee, E & Yu, KS (2013) How are Global HR Competency Models Evolving for
the Future?
[http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1016&context=s
tudent](http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1016&context=student) retrieved on 21 September 2014
- [14] Lui, G & Shum, C. Outcome-based education and student learning in
managerial accounting in Hong Kong. Journal of Case Studies and
Assessment. <http://www.aabri.com/manuscripts/10562.pdf> retrieved on 08 May
2014
- [15] Meyer, M. (2000) Outcome-based education: Back to Basics. SANDF Bulletin
for Educational Technology Jul-Dec 2000 vol
24(1) <http://www.docin.com/p-727412620.html> retrieved on 24 May 2014
- [16] PMAP Training and

- Accreditation <http://www.pmap.org.ph/content/training--accreditation/pmap-competency-framework/> retrieved on 21 September 2014
- [17] Schoonover, S. (2003) HR Competencies for the New Century <http://www.franquality.com.br/portugues/docs/HR%20Competencies%20for%20the%20New%20Century-Schoonover.pdf> 17 October 2010
- [18] School of Business, Management & Accountancy (SBMA) Course Catalogue (2012) South Africa Board for People Practices. (2012) HR Competency Model <http://www.sabpp.co.za/about/our-projects/hr-competency-model/> retrieved 21 September 2014
- [19] Stellenbosch University. Assessment: Outcomes-based Education <http://academic.sun.ac.za/theology/netact/ASSESSMENT.OBE.pdf/> retrieved 03
- [20] Ulrich, D.(2012) Personnel Today. What's next for HR? The six competencies HR needs for today's challenges <http://www.personneltoday.com/hr/whats-next-for-hr-the-six-competencies-hr-needs-for-todays-challenges/> retrieved on 21 September 2014
- [21] University of Missouri <http://engineering.missouri.edu/imse/degree-programs/bs-ie/abet/> retrieved on 19 September 2014