

Career Development Program for Non-Teaching Personnel

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Abstract

To realize quality service anchored on the institution's vision and to fulfill its mission and goals, it is essential that its human resources are competent, meet the demands and challenges of the 21st century, they possess the knowledge, skills, and attitudes necessary in the delivery of quality service to the stakeholders. This study evaluated the career development needs of Non-Teaching personnel (NTP) as bases in crafting a Career Development Program (CDP) for them. NTP conduct the utmost importance in the academic work environment as they support and assist in an educational organization's technical side. A CDP was crafted for the NTP that encompasses their entire career life cycle. The program starts from the employees' establishment stage up to their disengagement stage. The CDP's components focused on the NTP's personal, professional, and organizational development needs. This study serves as a tool to provide administrative management direction for the NTP. It will help identify, attract, and retain talented and well-trained staff with a long-term career commitment to a state university. Further, some recommendations have been proposed.

Keywords: Career Development Program, Career Needs, Learning Activities, Non-teaching Personnel

1. Introduction

The foundation of academic institutions is human capital. The key to ensuring that higher education institutions (HEIs) fulfill their mission of teaching/learning, study, and service to society is professional and committed personnel (Haskins & Shaffer, 2011).

The quality of higher education translates into efficiency, and the organization's growth and development could therefore be accomplished through the personal, educational, and career development of employees in the workplace. Employee growth helps to link a variety of functions of human resources together. Not only are these systems intended to enhance efficiency and facilitate retention, but they also have an impact on organizational and employee-level workforce preparation.

Career development has been used to help individual workers meet their personal goals and as a tool to help businesses adapt, including globalization and downsizing, to modern and often problematic market realities (Diamante et al., 2015). It is the fundamental requirement as it shifts an employee to a job involving higher pay, status, and higher performance requirement, thus improving personal satisfaction (Teskaye 2013). This ensures that the available skills, talents, expertise, and goals are aligned with the organization's needs. In terms of organizational competence and enhanced efficiency, companies that invest in their employees expect to get meaningful reciprocity from employees (Njoroge et al., 2013).

The design and implementation of a Career Development Program do not belong exclusively to business organizations. Still, all organizations are carried out and implemented, whether public or private, including educational institutions, significantly higher education institutions (HEIs). These programs are structured to help people recognize and achieve their career goals and desires for human resources (Tanke, 2011).

As an institution of higher education, it is made up of teaching and non-teaching personnel. The non-teaching staff is part of the support community to fulfill the university's goal and vision of providing its clients with quality education rooted in excellence.

Based on the consolidated data taken from the Human Resource Office of a state university, only 47 out of the 166 (28.31%) Non-teaching personnel (NTP) participated in the training, seminars, and workshops provided by the university and other sponsoring institutions/organizations. Meanwhile, on a yearly basis, 23.49%, 30.12%, 33.13%, and 6.02% of the NTP attended seminars/training/workshops, respectively for 2015, 2016, 2017, and 2018. Only the teaching staff has an established career development plan (e.g., 2013-2016). Hence, the professional development of the NTP is in a fragmented mode of career activities. Further, not all of the NTP was given the chance to participate in such professional career development activities. As regards the category or level of training/seminars/workshops that the NTP attended, their attendance to technical training has been declining, 34.94% or 58 participated in such activities in 2015, it decreased to 26.50% or 44 in 2016, 10.26% in 2017 and only 1.80% or 3 in 2018. The reason for this is that they are already aging. This is supported by the data taken from the Human Resource Office that 45.64% or 89 of the NTP are above fifty years of age with the mean age of 54.08 years old. For the supervisory training/seminars and workshops, the highest number who attended such activities was in 2016 wherein 9.64% or 16 participated. This was followed by 9.04% or 15 who attended training/seminars/workshops in 2017. The lowest was in 2018, only 2.40% or 4 attended supervisory training. The main source of funds for the participation of the NTP in these career development activities is the general fund. However, a state university adheres to a decentralized manner of allocating funds for developmental activities in each operating unit.

The study highlights the factors that the management of a university should look into and improve the career growth of non-teaching workers for better job performance and service to the university's clients. An institution's excellence and capacity to carry out its respective mission is inextricably related to its employees' efficiency and devotion. The success of learning can only be accomplished by workers who are compassionate, professional, and dedicated. There is, therefore, an apparent need to establish and institutionalize a robust, structured Career Development Program to achieve the goals set for this purpose.

It is hoped that the study's findings will inspire and empower non-teaching personnel to respect their profession's excellence and serve as an insight or guide in creating and implementing a full-blown development program that takes full account of the changes and challenges faced by staff through their years of experience.

2. Objectives of the Study

1. To determine the non-teaching personnel developmental needs along with personal, professional, and organizational needs;
2. To recognize the non-teaching personnel's career development-related issues and concerns; and
3. To formulate a career development program for non-teaching personnel in a state university.

3 Theoretical Framework

The theory of Super (1951) has profoundly changed how people look at career activities. Understanding the ages and associated stages of career growth helps professionals identify where consumers are in career development and recommend relevant career-related objectives and practices. It also highlights the need to analyze career growth within the broader sense of an employee's responsibilities and lifestyle and achieve a life and work balance. Thus, Career development prepares a person along a defined career path for advancement. It is a systematic method of the company to ensure that, if possible, people with the right skills and experiences are available. This is an ongoing formalized initiative by an organization focused on improving and enriching its human capital, given both workers and the organization (Corpuz, 2014).

Odema and Were (2014) wrote that career development is mostly used to close the distance between current performances and anticipated future performance. Many workers at public universities have been educated, but they have remained stagnant with little career development evidence. There is a degree at which it is difficult for staff to step up or get promoted, but public universities need teams who perform their duties well. A concern is the lack of career development after training. Investment in practice, particularly management growth, yielded meaningful results in long-term training that positively affected employee performance and enabled workers to understand how organizations function and improve teamwork skills through orientation.

Super (1990) believes that people may pass through these four stages at any age, depending on when they begin their career. Based on the four career phases transmitted by the career phase model, the Career

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Development Program's various activities were planned and sequenced, such as establishment; advancement; maintenance; and disengagement stages.

Relative to this, as companies transform, so do staff. Employees pass through a relatively homogeneous pattern of career levels. The various stages generate various opportunities and stresses that influence job efficiency. The career of every person goes through a series of phases. Attitudes, encouragement, and the essence of the job, economic factors, problems, issues, and so on can or may not affect each of these processes (Ivancevich, 2007).

Further, a career growth is to be described as a life-long developmental learning process that incorporates the three areas such as self-knowledge that prepares and encourages individuals to develop personal values, talents, potential, and goals to balance work and other roles in life; knowledge of opportunity that enables individuals to recognize and evaluate available education, the experience of options that helps individuals to identify and assess available opportunities for schooling, training, and work, and assess them for their own life goal; and decision-making and change learning that develops the ability and transfer skills of the person to deal with anticipated life situations (Tesfaye, 2013).

3.1 Conceptual Framework

Based on the idea that career development is an essential factor in maintaining the workforce's quality and soundness in any organization, this study formulated a Career Development Program for the Non-teaching personnel. This study's inputs comprise the following components: the developmental needs along with personal, professional, and organizational needs, and their career development-related problems and concerns.

Moreover, the career development-related problems and concerns about the NTP's difficulties/obstacles in fulfilling their career plan were also determined and form part of the study's inputs. The process focused on the descriptive analysis of the survey data. The analysis was followed by the Career Development Program (CDP) formulation based on the findings, and insights drawn from the survey. After which, the formulated CDP was validated by a panel of experts. The results of the validation served as the basis for revising/modifying the CDP for the NTP. The validated CDP for the NTP is the output of the study.

4. Methodology

The study utilized the Research and Development (R & D) model, also known as the research-based development method (Schwartz, et al (2015)). The three stages of the research process started with planning, then development, and finally, product validation. In the sample, there were two classes of respondents. The first group consists of non-teaching personnel of a state university eligible based on inclusion requirements and have been working for a minimum of two years. The eight validators who were asked to validate the elaborate Career Development Program were another group of respondents. Using a survey questionnaire, the baseline data was obtained. As these were the sources of specific knowledge used in the report, a documentary analysis was performed. Another survey questionnaire was also used on a ranking scale to verify the validity of a Career Development Program. Said questionnaires were adapted in the study of Guerrero (2006). Moreover, frequencies, percentages, means, weighted average, and rank were used to evaluate and interpret the data collected.

The Non-teaching personnel population consisted of the department/unit directors, Head of offices, and the personnel in the different administrative offices occupying contractual and permanent positions. Only those employed in a state university for at least two years were taken as respondents. There were 195 Non-teaching personnel who qualified as respondents based on the cited inclusion criterion. However, only 191 or 97.95% were able to participate in the study.

Ethical Consideration. Respect for the integrity of participants in the research was prioritized. Before the study, full consent was obtained from the participants. Security of the privacy of research participants has been assured. Ensuring an acceptable degree of confidentiality of research results.

5 Results And Discussion

The findings and results of the research are based on the survey questionnaires and unstructured interviews conducted.

On the developmental needs of the Non-teaching personnel. Along with personal development needs, the top five are effective communication (Rank 1), time management (Rank 2), values and behavioral competency (Rank 3.5), problem-solving and analysis (Rank 3.5), and leadership training (Rank 5). When communication is effective, according to Newstrom (2005), it tends to facilitate better job performance and enhance job satisfaction. People better understand their jobs and feel more engaged in them. In some cases, because they see

that a sacrifice is needed, they will even voluntarily give up some of their long-established privileges. Time management is also an important skill to acquire, as its use translates into every part of the job. It will allow individuals to make better decisions and accomplish more with less effort. While it is not physically possible to create more hours in a day, by managing what individuals do have soon it starts to see the benefits both in life and career. On the other hand, the three least prevailing personal development needs are work-life balance (Rank 9); how to fit exercise in your day (Rank 10); and negotiation skills (Rank 11). Moreover, along with professional development needs, as to the level of priority, they are as follows: orientation of recruits (Rank 1); mentoring program (Rank 2); enhancement seminar (Rank 3); practical application of technology in the unit (Rank 4); and issuance of operations manual (Rank 5). Meanwhile, the least priority professional needs are preparation of office/unit financial management (Rank 6); re-orientation for the senior employee (Rank 7); continuing professional education (Rank 8); and employer-employee time (Rank 9). The presence of an educational scholarship program and other grants relating to professional education means that the institution is in a strategic direction to continually improve the employees' professional skills to ensure career advancement in their chosen field. Also, along with organizational development needs of the Non-teaching personnel. In descending order are basic management skills and styles (Rank 1); governance and leadership in the university (Rank 2); managing the university's operations (Rank 3.5); professional organization (Rank 3.5) and professional mentoring/coaching (Rank 5). These findings imply that the non-teaching personnel recognizes the importance of basic management skills and styles, and governance and leadership as very important factors for the development of the organization. Further, the least three priorities among the organizational needs are risk and opportunity register log (Rank 6); conflict management (Rank 7); and change management (Rank 8).

On the career development-related problems and concerns of the Non-teaching personnel. Two problems tied as the most prevailing difficulty they encounter such as "Workforce planning is not integrated with career development (Rank 1.5), and "Staff involvement in choosing/deciding the career development activities to pursue is not practiced" (Rank 1.5). these results imply the need for the institution to pursue career development activities vis-à-vis the competencies of staff needed to smoothly implement the mandates of a particular department/section. Further, the above-cited problems were followed by the concern "Participation in career development activities are more inclined to the heads/supervisors of the section, unit/department" (Rank 3). The importance of spreading the opportunities for participation in career development activities among the rank-and-file staff in a department or unit is reflected in this concern. The least problem encountered was on the problem "Women and minorities are being discriminated, thus, discouraging some non-teaching staff to undertake career development activities" (Rank 6). The Commission on Higher Education (CHED) has been pushing the agenda towards gender mainstreaming and development in higher education since 2010. It has issued several landmark policy statements and documents, the most prominent of which is the 2015 series of CHED Memorandum Order (CMO) No. 01, or the "Establishment of Gender and Development Policies and Guidelines in CHED and HEIs."

On the Career Development Program (CDP). Based on the findings of the study, there is a need to formulate a Career Development Program (CDP) for the Non-Teaching Personnel (NTP). Hence, the CDP is presented in the succeeding section of this research study. The CDP's scope for the Non-Teaching Personnel encompasses their entire career cycle as they are employed in the university. In other words, the program starts from the employees' establishment stage up to their disengagement from the university. Further, the CDP's components focused on the personal, professional, and organizational development needs of the NTP. The validators evaluated the CDP as excellent. They also indicated that it is *very promising*. Hence, it is very valid and very acceptable for implementation.

6 Career Development Program For The Non-Teaching Personnel

6.1 Rationale

To help the Non-teaching personnel (NTP) achieve their career goals, this Career Development Program (CDP) is conceptualized and prepared to improve. It can guide career advancement in the chosen field, and in which all of the NTP agreed that career development is essential. The CDP focuses throughout their stay in the university from the establishment to the disengagement stage. However, this program does not supersede and replace the school administrators' role in this effort or assume responsibility. Instead, this program will make existing efforts better and more understandable to the NTP. It is with a fervent hope that this will bring integral development to them in an academic setting. As clearly reflected in the data with the NTP-respondents' response and evaluation, it is timely that the concerned offices take into serious considerations the objectives and activities recommended in this proposal.

6.2 General Program Objective

To create a supportive culture in the university and help the NTP grow, develop and utilize their skills to achieve their desires and aspirations related to their careers so that both the institution and the individual non-teaching personnel can reach goals simultaneously

6.3 Expected Outcomes.

The NTP is highly competent in their workplace; hence, they are ready for career promotion according to the vision, mission, goals, and objectives of an academic institution in higher learning and improved output and detailed career plan and the direction to focus on achieving long-term goals. Thus, they can exhibit excellent performance in the quality delivery of services to the stakeholders

6.4 Implementing Mechanisms

There shall be a Non-teaching Personnel Development Committee (NTPDC) composed of the Vice President as Chair; a University Board Secretary as Secretary; President of the Non-teaching personnel union, Head of the unit concerned, Chief Administrative Officer and Head of the Human Resource Office as members. As a policy statement, the academic institution shall ensure continuing professional growth and development of its personnel. The committee's core function shall continuously promote personnel's career development in all levels, programs, and areas of concern

6.5 Components of the Career Development Program

The career development program is comprised of the following components for each of the three areas of development and prescribes certain training modules. The ultimate aim of these components is to realize the objectives of the Career Development Program.

6.6 Component I. Personal Growth and Development.

Sub-components. Effective Organizational Communication; Time Management; Values and Behavioral Competency; Problem Solving and Analysis; Leadership Training; Managing Personal Finances; Employee Empowerment and Participation; Professional Image-grooming and Etiquette; and Healthy Lifestyle and Wellness Program.

6.7 Component II. Professional Skill Enhancement.

Sub-components. New Employee Onboarding; Career Guidance and Mentoring Program; Attendance to Professional Advancement Policy; Office/Human Resource Technology and Software Training; Issuance of Operations Manual; Records and Office Financial Management; and Pursue Advanced Studies.

6.8 Component III. Organizational Skills and Leadership Development.

Sub-components. Basic Management Skills and Styles; Governance and Leadership Development; University Operations Management; Managing Academic Professional Organizations; Risk and Opportunity Registry Log; Managing Workplace Conflict; Team Building; Talent Management and Succession Planning; and Gender Awareness and Development.

6.9 Strategies and Mechanics

Strict implementation and compliance of the proposed CDP for the NTP in attending to this development track.

A series of lecture-discussions, training, and workshops are conducted following the module track designed in every three development areas. A minimum of two days and a maximum of five days are allotted to finish the course module. Some of the training is to be conducted outside the campus for better concentration and focus.

Regarding the track mentioned above, if the NTP had already taken up the course module/workshop in any training program, it is exempted from taking the course/training. However, a proof of evidence/attendance to such seminar to the human resource management unit needs to be submitted—submission of written explanation to the Office of the University President to non-compliance of this development track

6.10 Timetable

The proposed timetable is five (5) years so that the NTP will move the career ladder and reach for their career advancement

,7. Budget

A total of Php 5,000,000.00 per annum will be allocated for this proposed career development program and sourced from the university fund. The appropriation source is based on the regular agency budget for SUCs for the particular school year. An operational plan and a detailed breakdown of funding will depend upon the type or nature and length of training/seminars undertaken by the NTP concerned.

The Non-teaching personnel development committee is in charge and required to monitor its personnel's professional career development needs and ensure that funding is distributed legally, and maximize the opportunity for all.

8 Other Related Policies

, Other related policies were included in the Career Development Program. For the application, an approved request letter and detailed operational plan, and other supporting documents should be administered and submitted, following the protocol of who the signatories are. To add, Career Development Program funds are only limited to those regular and contractual employees; however, the committee's chair may decide where to source funds (i.e., payment for registration fee) for those job order employees willing to attend and participate in such developmental activities. Applications for staff development funds must be submitted ten (10) working days before the scheduled activity. Care, transparency, and accountability should be taken when requesting career development program funds. The development committee will not provide additional funding beyond the approved operational plan. Proper distribution for career advancement training should be conducted. Activities that have already been attended will not be considered.

8.1 Evaluation Tool for the Implementation of the Career Development Program for the Non-teaching Personnel

An instrument that will collect survey data on how the Career Development Program has been accomplished and implemented to the Non-teaching staff that covers their entire career life cycle from establishment, advancement, maintenance, and disengagement stage. Further, it comprises components of the career program from personal growth and development, professional skill enhancement, and organizational skills and leadership development. Included in the tool is the period of implementation from the target date to the actual date where activities or sessions are being implemented. Likewise, the target to the actual audience participated in the activities, and the proposed budget to actual finance constraints was also part of the evaluation tool

8.2 Evaluation Tool for the Conduct of the Seminar/Workshop Sessions

A device tool evaluates the conduct of seminar and workshop sessions in terms of the following factors: The content of the session includes the clarity of the session's objectives, presentation, treatment, coverage, and organization of the activity and the topic, time allotment, and relevance of the activities to employees' work. Meanwhile, factors under the instructional materials consist of the effectiveness of the teaching aids in helping personnel to learn, the general reaction to specific instructional materials/aids whenever applicable, the slides presentation, and the handouts utilized. Lastly, factors under teaching effectiveness of the resource person/facilitator comprise the mastery of the subject matter, ability to arouse and sustain interest, time management, degree of trainees' participation, and the clarity of speech. Further, the overall appraisal of the participant to the activity and session

8.3 Individual Career Development Plan for the Non-teaching Personnel

The Individual Career Development Plan is a written self-reflection and enhancement account that doubles as a detailed action plan used to fulfill the non-teaching staff's professional, personal, and organizational development-based goals based on their career phases. Also, the target participation schedule and date achieved for career activities are indicated

8.4 Matrix on the Implementation of the Career Development Program

The career development program matrix includes the area of development as per career components, the objectives, strategies, and activities of the career program, the expected outcomes, persons" involved, time frame, and the budgetary requirements.

Illustrated in Table 1 is a matrix indicating the schedule of implementation of the career development program. Emphasizing the year, month, and the activities to undertake by non-teaching personnel through their career life stages

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Table 1. Matrix Table on the Implementation Schedule of the Career Development Program

ESTABLISHMENT	YEAR and MONTH	ADVANCEMENT	YEAR and MONTH	MAINTENANCE	YEAR and MONTH	DISENGAGEMENT	YEAR and MONTH
New Employee Onboarding (Professional Skill Enhancement)	1 Month July	Pursue Advanced Studies (Professional Skill Enhancement)	1 Month June	Risk and Opportunity Registry Log (Organization Skill and Leadership Development)	1 Month August		
Effective Organizational Communication (Personal Growth and Development) Year 1 (July)							
		Attendance to Professional Advancement Policy (Professional Skill Enhancement)	1 Month June	University Operations Management (Organization Skill and Leadership Development)	1 Month September		
Time Management (Personal Growth and Development) Year 1 (August)							
Career Guidance and Mentoring Program (Professional Skill Enhancement)	1 Month September					Career Guidance and Mentoring Program (Professional Skill Enhancement)	1 Month September
Issuance of Operations Manual (Professional Skill Enhancement)	2 Month January						
Professional Image-grooming and Etiquette (Personal Growth and Development)	2 Month February	Basic Management Skills and Styles (Organization Skill and Leadership Development)	2 Month August				
Managing Personal Finances (Personal Growth and Development)	2 Month December	Managing Personal Finances (Personal Growth and Development)	2 Month December			Managing Personal Finances (Personal Growth and Development)	2 Month December
Healthy Lifestyle and Wellness Program (Personal Growth and Development) Year 2 (January)							
Team Building (Organization Skill and Leadership Development) Year 3 (February)							
Values and Behavioral Competency (Personal Growth and Development) Year 3 (March)							
Gender Awareness and Development (Organization Skill and Leadership Development) Year 3 (April)							
Records and Office Financial Management (Professional Skill Enhancement)	3 Month May	Managing Workplace Conflict (Organization Skill and Leadership Development)	3 Month July	Managing Workplace Conflict (Organization Skill and Leadership Development)	3 Month July		
		Employee Empowerment and Participation (Personal Growth and Development)	4 Month March				
		Leadership Training (Personal Growth and Development)	4 Month April	Leadership Training (Personal Growth and Development)	4 Month April		
		Office/Human Resource Technology and Software Training (Professional Skill Enhancement)	5 Month February	Talent Management and Succession Planning (Organization Skill and Leadership Development)	4 Month May		
		Problem Solving and Analysis (Personal Growth and Development)	5 Month November	Problem Solving and Analysis (Personal Growth and Development)	5 Month November		
		Managing Academic Professional Organization (Organization Skill and Leadership Development)	5 Month March	Governance and Leadership Development (Organization Skill and Leadership Development)	5 Month September		

As shown in Table 2 is an Action Plan Matrix for Component 1 indicated the areas of development, objectives, strategies and activities, the expected outcomes, persons involved in each activity, time frame, and the budget requirements.

Table 2. Action Plan Matrix for Component 1 – Personal Growth and Development

Component 1. Personal growth and development

AREAS OF DEVELOPMENT	OBJECTIVES	STRATEGIES AND	EXPECTED OUTCOMES	PERSONS' INVOLVED	TIME FRAME	BUDGETARY REQUIREMENTS
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		ACTIVITIES									
Sub-components											
<p>1. Effective Organizational Communication</p> <p>2. Time Management</p> <p>3. Values and Behavioral Competency</p> <p>4. Problem Solving and Analysis</p> <p>5. Leadership Training</p> <p>6. Managing Personal Finances</p> <p>7. Employee Empowerment and Participation</p> <p>8. Professional Image-grooming and Etiquette</p> <p>9. Healthy Lifestyle and Wellness Program</p>	<ul style="list-style-type: none"> To help improve non-teaching personnel's (NTP) communication skills; To identify and formulate practical strategies for solving time problems that have impacted the work of the NTP; To recognize others' values and behaviors, and the differences of individual, learning to value positively instead of judging negatively; To use systematic methods and tools to discover the underlying causes of problems and apply creative thinking techniques to generate a possible solution to problems; To achieve a better understanding of a leader's obligations; To distinguish basic investment principles and several forms of investments; To set individual work goals, make decisions, and solve problems within their sphere of responsibility and authority; Instill the need and importance of good grooming and social etiquette among the NTP; and To address concerns related to the health and wellness of the NTP. 	<p>Preparation of an instructional design and module for the enhancement program by the trainer/lecturers.</p> <p>Conduct enhancement seminar-workshops, and career discussion.</p> <p>Assess and evaluate the results/outputs of the activities.</p>	<ul style="list-style-type: none"> NTP could communicate effectively through oral and written communication. NTP established goals according to priority. NTP demonstrates acceptable behavior resulting in a harmonious relationship in the workplace. NTP (middle-level administrators) can generate an action plan applicable to problem-solving. NTP exhibits leadership qualities and responsibilities. NTP has an acceptable financial plan for integrating investment and credit management. NTP has established work goals in accordance with the vision, mission, goals, and objectives of the university. NTP practice good grooming and social etiquette in accordance with the University Code. NTP participates in the conduct of a fitness and wellness program. 	<p>University President</p> <p>Vice President for Finance and Administration and the Administrative Offices concerned</p> <p>Human Resource Management Unit</p> <p>Department/Unit concerned</p> <p>Trainers/Lecturers</p> <p>All Non-teaching personnel participants</p>	<p>Please refer to Table 1 - Matrix Table on the Implementation Schedule of the Career Development Program</p>	<table border="1"> <tr> <td>Php 1.5 M</td> </tr> <tr> <td>*2 – 3-day enhancement program</td> </tr> <tr> <td>*professional fee, tokens, accommodation, and transportation of the trainers/lecturers (outsider)</td> </tr> <tr> <td>*Meals and snacks</td> </tr> <tr> <td>*program paraphernalia</td> </tr> </table>	Php 1.5 M	*2 – 3-day enhancement program	*professional fee, tokens, accommodation, and transportation of the trainers/lecturers (outsider)	*Meals and snacks	*program paraphernalia
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*Meals and snacks											
*program paraphernalia											

Below is Table 3 of an Action Plan Matrix for Component 2 which includes the areas of development, objectives, strategies and activities, the expected outcomes, persons involved in each activity, time frame, and the budget requirements.

Table 3. Action Plan Matrix for Component 2 – Professional Skill Enhancement

Component 2. Professional skill enhancement

AREAS OF DEVELOPMENT	OBJECTIVES	STRATEGIES AND ACTIVITIES	EXPECTED OUTCOMES	PERSONS' INVOLVED	TIME FRAME	BUDGETARY REQUIREMENTS	
Sub-components							
1. New Employee Onboarding	<ul style="list-style-type: none"> To orient the new NTP on the vision, 	Preparation of an	<ul style="list-style-type: none"> New NTP could explain properly the vision, 	University President	Please refer to	<table border="1"> <tr> <td>Php 2 M</td> </tr> </table>	Php 2 M
Php 2 M							

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<p>2. Career Guidance and Mentoring Program</p> <p>3. Attendance to Professional Advancement Policy</p> <p>4. Office/Human Resource Technology and Software Training</p> <p>5. Issuance of Operations Manual</p> <p>6. Records and Office Financial Management</p> <p>7. Pursue Advanced Studies</p>	<p>mission, goals, and objectives of the university and operating unit and the university code;</p> <ul style="list-style-type: none"> • To identify and explain the knowledge and skills needed in the career stages to the new NTP in making important decisions in his or her career life; • To enhance the existing policy on the attendance of NTP to professional advancement policy; • To operate and make use of technology in their day-to-day activities in the workplace; • To issue an operations unit manual to the NTP and familiarized with the content of the office and unit operations; • To identify the importance of an effective filing system and record management systems; and • To create an opportunity for the NTP to increase professional competencies, enhance their cultural, attitudinal, and philosophical values. 	<p>instructional design and module for the enhancement training program by the trainer/lecturers.</p> <p>Conduct enhancement seminar-workshops, and career discussion.</p> <p>Assess and evaluate the results/outputs of the activities.</p>	<p>mission, goals, and objectives of the university and the university code.</p> <ul style="list-style-type: none"> • New NTP has mentors who could guide them in their careers. • NTP is participating in professional advancement activities. • NTP knows how to operate and make use of workplace technology. • NTP has a copy of the operations manual and is properly oriented on the contents of the manual. • NTP is following standard records and office financial management. • An increase of 20% of the grantees is pursuing advanced professional studies. 	<p>Vice President for Finance and Administration and the Administrative Offices concerned</p> <p>Human Resource Management Unit</p> <p>Department/Unit concerned</p> <p>Trainers/Lecturers</p> <p>All Non-teaching personnel participants</p>	<p>Table 1 - Matrix Table on the Implementation Schedule of the Career Development Program</p>	<p>*2 – 3-day enhancement program</p> <p>*professional fee, tokens, accommodation, and transportation of the trainers/lecturers (outsider)</p> <p>*Meals and snacks</p> <p>*program paraphernalia</p>
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Depicted in Table 4 is an Action Plan Matrix for Component 3 comprised the areas of development, objectives, strategies and activities, the expected outcomes, persons involved in each activity, time frame, and the budget requirements.

Table 4. Action Plan Matrix for Component 3 – Organizational Skills and Leadership Development

Organizational Skills And Leadership Development

AREA OF DEVELOPMENT	OBJECTIVES	STRATEGIES AND ACTIVITIES	EXPECTED OUTCOMES	PERSONS' INVOLVED	TIME FRAME	BUDGETARY REQUIREMENTS
Sub-components						
<p>1. Basic Management Skills and Styles</p> <p>2. Governance and Leadership Development</p> <p>3. University</p>	<ul style="list-style-type: none"> • To gain basic skills in problem-solving and decision making, systematic planning, effective delegation, and communication, meeting management and managing oneself; • To prepare the NTP by equipping requisite knowledge and skills designed to enhance responsible leadership and governance; • To enhance the 	<p>Preparation of an instructional design and module for the enhancement training program by the trainer/lecturers.</p> <p>Conduct enhancement seminar-</p>	<ul style="list-style-type: none"> • NTP can demonstrate and apply basic management skills and styles in the workplace. • NTP supervisors practiced good governance and develop leadership potentials. • NTP supervisors exhibit organizational 	<p>University President</p> <p>Vice President for Finance and Administration and the Administrative Offices concerned</p> <p>Human Resource</p>	<p>Please refer to Table 1 - Matrix Table on the Implementation Schedule of the Career Development Program</p>	<p>Php 1.5 M</p> <p>*2 – 3-day enhancement program</p> <p>*professional fee, tokens, accommodation, and transportation of the trainers/lecturers (outsider)</p> <p>*Meals and snacks</p> <p>*program</p>

<p>Operations Management</p> <p>4. Managing Academic Professional Organizations</p> <p>5. Risk and Opportunity Registry Log</p> <p>6. Managing Workplace Conflict</p> <p>7. Team Building</p> <p>8. Talent Management and Succession Planning</p> <p>9. Gender Awareness and Development</p>	<p>organizational skills of the NTP that could adapt to organizational challenges;</p> <ul style="list-style-type: none"> To enhance the professional skills of the NTP that could adopt to managing professional organizational challenges; To identify risks and opportunities in the workplace and interprets these into helpful mechanisms and innovations in the excellent delivery of services in the operations of the university; To discuss and explain the sources and effects of workplace conflict effectively; To enhance the skills of the NTP on managing difficult people, skills in leading organizational change, skills in discovering training techniques that produce results, change management, high-performance team, resolving conflict and setting goals; To ensure that talents in the university are managed and developed; and To provide participants with an awareness of concepts and questions relating to gender and themes of development. 	<p>workshops, and career discussion.</p> <p>Assess and evaluate the results/outputs of the activities.</p>	<p>development skills.</p> <ul style="list-style-type: none"> NTP supervisors exhibit professional development skills. NTP can identify and interpret risk and opportunities in the workplace into helpful mechanisms and innovative solutions in delivering quality services. Workplace conflict of the NTP is resolved. NTP could work as a team in any university undertaking towards the realization of the vision, mission, goals, and objectives of the university. The workforce is inspired and encouraged to grow itself and contribute to its full potential. The NTP can effectively mainstream gender throughout their work. 	<p>Management Unit</p> <p>Department/Unit concerned</p> <p>Trainers/Lecturers</p> <p>All Non-teaching personnel participants</p>		<p>paraphernalia</p>
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8 Conclusion

Based on the study's findings, it can be concluded that there is a need to formulate a Career Development Program (CDP) for the Non-Teaching personnel, covering their entire career life cycle. The crafted CDP is very valid; hence, it is very implementable.

9 Recommendations

To consider the implementation of the Career Development Program (CDP) by a state university. The university's Human Resource Office will aim to incorporate the CDP, followed by an assessment a year after its introduction and implementation using the program's method to track the CDP's effects on its efficacy in achieving the desired results. The institution's management shall spearhead the conduct of a study five years after introducing the CDP to assess the importance of the various activities and identify the required changes to meet an evolving work climate's requirement. In conjunction with the HR Team, non-teaching staff supervisors should promote and instill in them the value of engaging in professional development activities. The HR Office should create an HR Manual for the university's non-teaching staff regarding the five-core human resource management functions: work organization and knowledge, procurement, maintenance, training and development, and human resource analysis. An Individual Career Development Plan that is tracked and supervised by the HR Office or the operating unit's Head should be available to the non-teaching personnel. This becomes the personal career path that forms the basis of programs for developmental support. Administrative and Human Resource Officers should give priority to the non-teaching staff for career mentoring and coaching. For all stages of their careers, this would be the basis for preparing and meeting both the personal and professional needs of non-teaching staff. Other SUCs and HEIs (public and private in the region) may carry out a similar analysis.

Career Development Program for Non-Teaching Personnel

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