HUMAN (RESOURCE) DEVELOPMENT:
A Conceptual and Operational Framework for Philippine Practitioners

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This article studies and classifies the human population under three major categories, the dysfunctional, functioning, and highly effective. It describes the processes, strategies which assist these categories of people to move from one point toward higher effectivity, as well as the professionals who help them achieve this movement. It looks at human development from its early efforts of primary care work with the urban and rural poor to the systematic human resource development work in the corporate world. There is special emphasis on the human resource development (HRD) specialists as persons and professionals and the requisites that lead to their becoming effective change agent-managers. All this is integrated in the diagrammatic formulation of a conceptual and operational framework that may be useful to students and practitioners alike.

Introduction

A common theme that runs through many definitions of Human Development is this: It is a dynamic process—ongoing, continuing; it takes place on the social, economic, political, and cultural levels of society; it is multi-sectoral—involving all the many different groups of society. Within the individual, it is multi-dimensional, influencing the growth of the cognitive, affective, physical, and spiritual facets of the human person. The definitions recognize the strengths and limitations of people, as well as their inherent potentials. They also state that individuals have an inner will to grow and in response to this urge will actualize their potentials and become all that they are meant to be.

This conceptual and experiential understanding of human development, coming as it is expressed, from people who are intensely involved in their own personal and professional growth, led to deep reflections on human development in the Philippines. What is being done for the development of people in this country, whose claim to glory is that one brief shining moment of "people power" at EDSA, who proclaim that the country's strongest assets are its human resources. Searching for answers meant a survey of the policies, programs and publications of multi-sectoral organizations. The result is the formulation of a conceptual and operational framework of human development for Philippine practitioners.

Conceptual and Operational Framework

The schematic diagram (Figure 1) and the following expository text will present the dynamics and "drama" of Human Development. It will unfold the many roles and functions of the HRD Practitioners/Specialists in Human Resource Development and Management. It will describe their vital responsibilities as Persons and Professionals. (Words and phrases in all italicized letters match those in the diagram.)

Segment I, IA

Dysfunctional

At the extreme left of the Continuum (Point 1) are people who have severe difficulties coping with stress. Conscious reality becomes too painful and they frequently withdraw into their own "world," many times manifesting deviant behavior. For their own care and safety, many are institutionalized. The physically disabled, handicapped by congenital and accident-caused and disease-based deformities are cared for in institutions. Many others who have violated the laws of society are in prisons and reformatories.

A growing number of young people who are caught in drug addiction are oftentimes placed in rehabilitation agencies. At present, the conscience of the nation is focusing on child abuse. Attention is now also drawn to the plight of battered and maltreated wives.

Therapy and Rehabilitation

The dysfunctional people, young and old, characterized as they are by varying degrees of incapability and unwillingness to make decisions about their lives, need the help of caring families, and competent professionals, to be able to function and cope with the stresses of their realities. Concerned volunteer groups are also putting up centers for rehabilitation and formulating plans on how to stem the abuses done to the human person.

Professionals active in this area of human concern are men and women trained in the fields of medicine, clinical psychology, mental health, rehabilitation and social services.

Research professionals from the social-behavioral-psychological sciences conduct studies and evolve theoretical constructs and frequently become the bases for therapy models and systems.

The treatment processes of therapy and rehabilitation use the medical model of diagnosis-prognosis-follow-up which takes various forms, such as medical and drug therapy, psychotherapy, occupational therapy, health care and nutrition therapy.

FUNCTIONING

In the area between Points 2 to 3 in Figure 1 is the largest segment of the country's population. They are functioning, bravely but barely surviving the grim realities of their existence. They are the nation's urban and rural poor.

At this writing programs which address the widespread poverty in the Philippines are systematically planned.

Social Services and Community Development

Programs are designed to increase social awareness of the poor, to organize them into active communities, to educate them in health care, in technical skills, in livelihood and micro-enterprise project development and management. The underlying process in all of these interventions of social services and community development is designed to be participatory in nature. This is envisioned to empower urban and rural poor communities to attain self-reliance goals.

Delivery of these programs to the marginalized population is being done by professionals and para-professionals who are either on the staff of social development agencies—non-govern-

FIGURE 1. HUMAN (RESOURCE) DEVELOPMENT:
A CONCEPTUAL FRAMEWORK
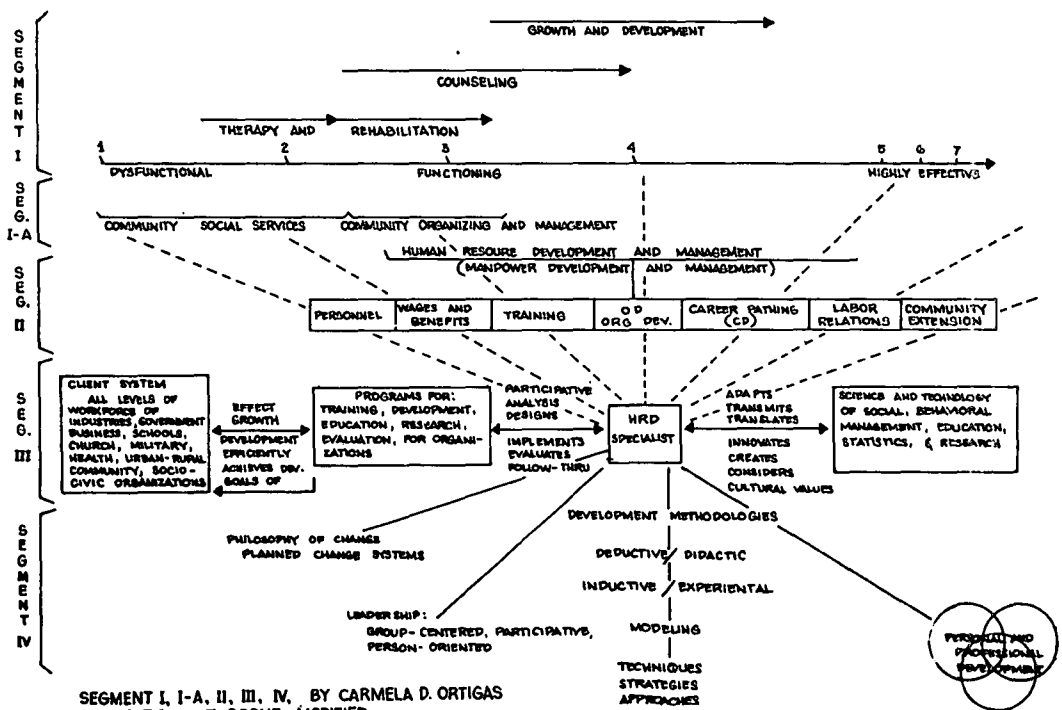
SEGMENT I, I-A, II, III, IV, BY CARMELA D. ORTIGAS
SEGMENT I: BY T. BOONE, MODIFIED

ment organizations (NGOs), peoples organizations (POs), government organizations (GOs). They may also come from civic and school organizations. Church groups have long been very active in charity and social development work for the poor.

Professionals who have specialized in community development and management, social work, social psychology, community psychology, sociology, social action research and human resource development are frequently contracted to assist in delivery of programs for the poor and underprivileged. Financing of poverty alleviation programs come from government, private and foreign funding agencies.

Self-Propelled People

Between Points 3 and 4 of the continuum, is a relatively large group of functioning people who are not necessarily poor. They may be described as reasonably satisfied with the way they cope with stress. They are adjusted, and they adapt fairly well to reality. They are for the most part self-propelled in the pursuit of self-actualizing goals. They make considerable progress through private reading and by following a variety of self-development models. They are alert in searching for informal and formal training and development programs offered by various sectors active in human development work. For this group of people, an unusually broad spectrum of strategies and technologies from the social, behavioral, psychological, organizational and educational sciences are available to human resource development specialists working with this functioning clientele.

Growth and Development

Professionals who assist the functioning people to be highly effective come from a wide variety of disciplines. Formally trained for this field is the social, community and organizational psychologist, specializing in human resource development. Others from the field of business management who specialize in human resource management for various sectors are also eminently qualified. Still others are those who come from the disciplines of the arts and

humanities, law, business, medicine, and from among the clergy, men and women religious. In effect, there is no disqualification of any educational background. Requisites are strong development attitudes and orientations. The skills, concepts, principles will be easily learned and mastered.

Nonprofessionals, notably lay church people, were the earliest in human care and development work among urban and rural poor. Civic club members active in community development efforts may also be considered human resource development workers. Schools have been perennially engaged in various development services on top of their primary function of education and research. This is evident in the faculty and staff development programs they regularly sponsor. Most schools have guidance offices and student personnel services. Many creative teachers are not simply pedagogic and are concerned with the total development of their students.

Highly Effective

To the far right of the Human Development continuum, at Points 5, 6, 7, and beyond are the Highly Effective people; a relatively small group who have attained a high level of creativity, productivity, and efficacy. They are characteristically deeply aware and challenged by the ongoing process of self-actualization. They manifest a joyfulness and aliveness of mien and lifestyle. They refuse to be limited by age, traditions and structures. This is not to say that they are without problems. It means that they are not immobilized by the stresses of life. Their potentials unfold to the point at which they find meaning in both the joys and pains that living this life brings. Their attitude is one of continuing openness for growth in their own lives and a passion for contributing to making life more meaningful for others.

Segment II
Human Resource Development and Management

Human Resource Development (HRD) appropriately has for its client groups, functioning

people who are assisted to become creatively productive and effective.

From a historical perspective, it is the corporate world of business, industry, and government that made human resource development a formal institutional structure. (Segment II in the diagram situates HRD in the Human Development spectrum.)

Most organizations, to start with, have a *Personnel Office*. This is set up primarily for the recruitment, selection, and placement of the workforce at all levels. Since salaries have to be determined, job descriptions and job evaluation procedures are created so that a fair and equitable *Wages and Benefits* program can be planned. This regularly leads to the realization that workforce has to be trained and upgraded in the skills their job require. A *Training Unit* is therefore established. In organizations with a large workforce, Wages and Benefits becomes a separate unit. Training also is given its own Training Head or Director. Initially the primary thrust of the Training Unit was technical skills training.

"The Human Side of Enterprise"

Most propitious for the workforce, there began in recent years, a realization that an organization's life force is its human resources. Top management recognized that productivity objectives depend to a large extent on the implementation of the Law of Performance: *Performance = f (Motivation x Abilities)*. That is, performance is the function of motivation multiplied by abilities. "The Human Side of Enterprise"(McGregor, 1960) was born. A rush of researches by social scientists conducted with industrial organizations, evolved most of the now well known human motivation theories. Subsequently, publications in scientific journals and books proliferated.

By-words in organizations are the now famous Hawthorne Plant Experiment of Elton Mayo, Maslow's Hierarchy of Needs, Lewin's Field Theory, McGregor's Theory X and Y, McClelland's Achievement Motivation Theory. Names like Herzberg, Vroom, Drucker, and many others are tossed around familiarly.

Studies on corporate culture were also conducted. Professionals now speak and plan for the Quality of Work Life (QWL).

In the Philippines, dissatisfied with the results of the applicability of the Western developed theories, Filipino professionals and social scientists began to study the workforce on its different organizational levels. Studies on what motivates the Filipino worker, the Filipino Manager, the Filipino Farmer began to appear, such as Torres' doctoral dissertation on Filipino *Pakikipag-kapwa* (1981), Lanuza's P-I-C-K Theory and Tinio's People-Places-Purpose Theory (1983), Andres' Filipino Hierarchy of Needs (1978). Ouchi of Japan developed his now popular Theory Z (1982) which emphasizes the human side of enterprise, and is much more applicable to Filipino organizations and workforce.

This explosion of studies by social and organizational scientists on organizational life, spurred responsible management to plan more wholistic programs which would go beyond the development merely of technical skills and would plan more comprehensive personal and professional development programs. Training Units were upgraded to *Training and Development* Departments with Directors or Managers as heads. Some large organizations expanded their units into Divisions of Manpower Development and Management, headed by Vice-Presidents. However, since more women have joined the workforce that appellate was changed to the more generic term, *Human Resource Development and Management*. In large business and government corporations, this division became the umbrella for other functionally separate units such as: *Personnel, Wages and Benefits, Organizational Development (OD), Career Planning, Training and Development, Labor Relations, and Community Relations*. Smaller organizations would have one or two units officially, or a combination of functions incorporated in one or several units. *Community Relations* as a unit or even a function of organizations is a very new concept in the corporate mind. It is operational in only a few large corporations who have acquired an awareness of their social

responsibility to the families of their rank and file employees and also to the surrounding poor communities wherein their plant sites are located.

Segment III

The Hrd Practitioner/ Specialist/consultant

Human development and/or human resource development professionals (see Segment III in the diagram) are aptly called HRD Specialists. Depending on their specialized function within the organization, they may be known as Training Specialist, or OD Specialists, or Career Development Specialists or Personnel Officers, Labor Relations Specialists, and so forth. They are also referred to as the Internal Consultants of the organization.

Professionals, external to the organization who are contracted for specific professional and organizational development purposes are known as External Consultants. Business Management and Human Resource Management Consultancy outfits were thriving business firms during the years prior to Ninoy Aquino's assassination. A period of discouragement for HRD workers accompanied by a deteriorating economy followed that reverberatingly shocking event in Philippine history.

Soon after EDSA many consulting firms cooperated with the Aquino government in its reconstruction efforts. They offered valuable expertise in the rehabilitation of government firms and in the reorganization of government offices. The private sector is also beginning to move in management development directions. It has been quick to utilize its internal specialists as well as engage external consultants. Now, as the economy picks up, HRD and management consultancy is predicted to make vital contributions to multi-sectoral organizations.

One important sector-beneficiary, beginning to feel the need to upgrade and professionalize their operations parallel to corporations are the social development agencies. They realize that commitment and a strong sense of social responsibility must go hand-in-hand with efficient management and systematic delivery of services.

Continuing Professional Development

To maintain and continue the upgrading of their professionalism, HRD management practitioners and those in related fields form professional associations. Historically, the earliest formed would have been the Psychological Association of the Philippines (PAP). Then the Personnel Managers Association of the Philippines (PMAP), closely followed by the Managers Association of the Philippines (MAP). In the early 70s, the Philippine Institute for Applied Behavioral Sciences (PIABS) was organized. In more recent years, the Philippine Society for Training and Development (PSTD) came into being. This latter organization has a swelling and active membership.

In the early 70s, PIABS conducted its first formal Trainer Development Program. This opened opportunities for organizations to see the potential effectiveness of systematically trained trainers in the upgrading and development of their workforce. For five consecutive summers thereafter, PIABS continued to conduct this live-in, two weeks intensive training for multi-sectoral participants. Subsequently, the running of this program was turned over to some of its members in the Human Resources Center (HRC) of the Ateneo de Manila University. From 1976 to 1983, HRC conducted Basic Human Relations Trainer Development Program (BHRTDP) every summer. Programs other than Trainer Development Programs which included wider subject coverage of interest to HRD practitioners were later offered.

PSTD has been regularly offering study sessions and short-term seminars/workshops on special topics for their members. These are also open to non-members. All of the Associations hold their Annual Conventions/Conferences for one to five days. These days are marked by a professional excitement, generated by a good number of original and innovative ideas, by research studies, models and constructs which are presented to the participants—members and guests. The themes of the conventions usually reflect issues of organizational and national interests.

Consistent with the high value that Filipinos place on formal education, it is not surprising to find a large number of mid-career professionals enrolled in degree programs. Notably, they come from the human development and business management fields. Most schools in the Metro Manila area, in fact, plan for evening classes to accommodate these "working students."

Formal degrees offered are on the college and graduate levels, such as M.A. and Ph.D. in Industrial/Organizational Psychology, M.A. in Human Resource Development, M.A. and Ph.D. in Organizational Development, Masters in Business Administration (MBA) or Masters in Management (MM) majoring in Human Behavior in Organizations. These degree courses are regular programs of schools such as the Ateneo de Manila University (AdMU), Asian Institute of Management (AIM), De La Salle University (DLSU), Southeast Asian Interdisciplinary Institute (SAIDI), the University of the Philippines (UP), and other local universities.

HRD Functions and Responsibilities

Professionals in human resource development, unlike professionals in the treatment and therapy fields, do not have sole responsibility for planning and implementing intervention programs. Both groups of professionals make meticulous diagnosis of client problems and concerns. However, while the therapist follows the medical model, the HRD Specialist adheres to the educational model. Furthermore, he/she follows *Participative Analysis* in determining development needs of clients. In close consultation with the requesting group or representative of a group or organization, HRD professionals undertake systematic Needs Assessment Procedures (NAP). The objective is to acquire a thorough understanding of the clients' or potential clients' work situations, to study deterrents and enhancers to performance, to determine how well personal/professional and organizational goals have been achieved and the means by which these objectives are attained.

Formal and informal interviews, at times combined with questionnaires; informal and systematic observation of clients at work, meetings

with key leaders, holding group diagnosis sessions with the prospective client group: all these activities are preparatory to planning a program.

Participative analysis of all the data gathered about the client group results in a formal program proposal that will respond discriminately to the organization's development needs. However, the proposal is subject still to modification after a presentation to the client group. The clients' own assessment of what is appropriate for the organization is always given serious consideration.

In planning and designing personnel and management and organizational development programs, HRD specialists survey and study local and indigenous researches and models as well as foreign-developed technologies. They also draw freely from the models, theories, technologies, and change strategies of the *social-behavioral-organizational sciences, education, business, management, statistics, research theology, and anthropology.*

The continuing process of evolving, formulating, and innovating development and change strategies is a significant activity of the HRD professionals. As these development programs are *transmitted* to the clientele, they are *translated* and *adapted* to its "language." It is, in fact, an ethical responsibility for the HRD practitioners as professionals to consider seriously the prevailing beliefs, practices, *values of the corporate and/or community culture*. This practice stresses the importance of mutually agreed upon parameters and paradigms in all *Planned Change Interventions.*

Implementation of the program design is rarely a solo responsibility. A preferred mode is the Team Approach or Shared Leadership. Expertise from within the organization is solicited. External consultants, specialists are usually contracted to be group/team leaders and/or resource speakers.

The HRD professional conscientiously documents the content and processes of the programs; designs a systematic plan of *evaluation*. This plan will include essentially monitoring and assessment of Impact on program beneficiaries, whether these are individual participants or or-

ganizations and communities. The purpose of the evaluation is to determine to what extent achievement of development goals and objectives have been attained.

Results of the analysis of the data derived from these evaluation activities will be the bases for planning the *follow through* or continuing development design. This continuing cycle of functions, of action-research-action activities will predictably enable HRD practitioners to become witnesses of and participants in the increased creativity and productivity of a workforce. They can see themselves as significant contributors to the improved quantity and quality of work life of the clientele and partners in the attainment of organizational and community goals.

The HRD Client System

The *client system* of the HRD practitioners is the entire workforce of the organizations and communities which are seeking change. It is composed of all levels—from the lowest in rank-and-file to the highest order of top management. It can be from any conceivable sector of society: schools, business, industry, government, church, parishes, the military, hospital, prisons, urban and rural poor communities, socio-civic groups, professional societies. There is no limit to the type of organizations that can be served by the human resource development worker. The only limit is that which is determined by the clientele itself in its readiness to accept change and development.

Segment IV
The HRD Specialist: Person and Professional

Philosophy of Change

At this point in this study, it may be more appropriate to speak in the first person. A good deal of what I will be presenting will be drawn from my own experience and from that of my colleagues in the profession.

Invariably, human resource development practioners I have talked or worked with express a common philosophy of change and agree that

we do employ the educational model of planned change intervention, in opposition to the treatment mode of the medical model. As such, we are in all respects, *educators*. This is specially true when we function as trainors, for training in the / teaching and educational arm of human resource development.

Participants in training sessions come from all walks of life, from myriad orientations. They bring with them their own biases, fears, hopes, beliefs, and expectations. They are armed with their own knowledge and unique experiences.

We are called upon therefore, to master the art and science of *Andragogy*, that is, helping adults to learn. Our role is to evoke, to harness all the experiences and items of knowledge the adult learner has amassed during a life-time and to form these into a coherent and integrated whole which will allow the individuals to understand themselves and their competencies at deeper levels with the use of this teaching and learning approach. My experience has been that development goals are achieved faster with the use of this adult learning method.

In dealing with adults, the HRD practitioner cannot be primarily *Pedagogic*. It would be a mistake for me to see myself as a schoolteacher who views participants as pupils, empty receptacles into which knowledge is poured. Neither am I a fountain of wisdom and knowledge. I perceive my role in the session and conference rooms as I implement the development program design to be that of a facilitator and consultant, simultaneously or alternatively. I carefully plan the sessions and arrange the physical environment to be conducive to learning. I take pains to evoke and encourage participants to be responsibly participative in the attainment of their learning goals.

Frequently, I am called upon or pressured to become pedagogic. Filipinos schooled in the traditional way of learning demand to be *taught*, to be *told* the whys, the whens, and the hows. Thus, I find myself systematically orienting participants at the start to this alternative process of thinking and learning.

Necessarily the HRD professional, has to be personally convinced about the greater efficacy of andragogy and firmly committed to the philosophy of this educational process. Otherwise, one may easily succumb to the pressure of traditional teaching and learning.

Leadership of the HRD Practitioner

The effective HRD Practitioner models a leadership that is person-oriented and group-centered; a style that is participative and consultative; and aims to achieve results in terms of personal, professional, and organizational objectives.

The following model (Figure 2) developed by R. Tannenbaum (1969), a social psychologist, together with my own modifications, helps me to present graphically the dynamics that determine the rate of growth as influenced by leadership style.
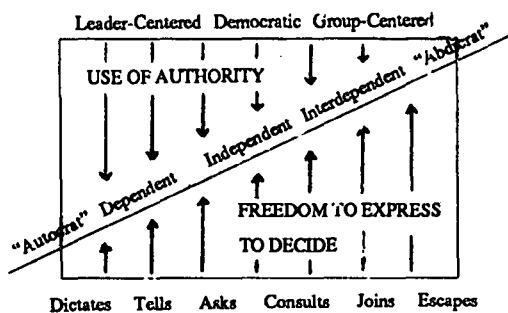
Figure 2. Continuum of Leadership Styles

This model indicates that *Group-Centered Leadership* is the style of leadership that will facilitate the individual's right to free expression and decision-making.

At the extreme left, outside the model, and at the extreme right are styles of leadership which either disallow participation of the group in decision-making, *the Autocrat* or abdicate any responsibility for the decision of the group—*the abdicrat*. The former dictates what the group is to do, the latter evinces no interest in developing the group's decision-making ability. The former is *a* dictator, the latter an absentee/escaping leader.

As one moves up the slanted line, in the leader-centered group, use of authority by the leader is not absolute as in the case of the autocrat. The leader will ask their opinions of the members of the group but ultimately it is his perception of what is good for the group that will determine what the group will do. The group in the final analysis is as dependent on the leader-centered leader as it would be on the autocrat.

The *democratic style of leadership* has the leader sincerely consulting the group, thus encouraging the group to exercise independence of himself, giving them a greater voice in decision-making by means of votation.

In the *group-centered type of leadership*, the leader becomes part of the group. It is the whole group that through a process of discussion (sharing of ideas, feelings, insights, weighing alternatives) arrive consensually at a decision which will determine what the group will do.

Intrinsic and necessary to the group-centered style of leadership is a deep faith that people, given the opportunity in a climate of acceptance and encouragement, will find within themselves and among themselves the answers to their questions, the steps to be taken in the solution of their problems, the alternative responses to their various concerns. It also means a strong belief that freedom is 'having options', finding alternatives to unfree situations, having the right to make decisions about one's life, searching for ways to achieve one's goals.

To be congruent in philosophy and practice, human development workers must be ready to explore, practice, and espouse this style of leadership.

Functions of the Group-Centered Leader

Most HRD practitioners would agree that one of the most basic functions of the group-centered leader is that of a *communicator*. The group-centered leader is popularly known as the *facilitator*. The means facilatators use to initiate and promote growth of the group and of its members are basic communication skills. These skills need not be inherent in the individual; they can be acquired (easily, if one is determined).

But whether inherent or acquired, these skills are essential to every successful planned change intervention or strategy.

Gordon (1980), in his book appropriately entitled, *The Group-Centered Leader*, lists five basic functions of this most recently evolved style of leadership.

The facilitator, manager, and consultant *Actively Listens* to content and feelings/attitudes of the client/speaker, thus fully grasping the total meaning of messages. These are further checked for accuracy by *Reflecting Back* or paraphrasing the essence of what was expressed. This *Clarifies* the thoughts, feelings, and attitudes in the mind of the speaker as well as of the group. Such interest and comprehension consistently manifested by the leader will invariably encourage participation and free expression of ideas and concerns.

The leader also performs a *Linking* function by connecting related ideas, and also what may initially appear as disparate thoughts to the main issue or theme under discussion. Ramblings and long narrations will be summarized and linked to pertinent points in the discussion. This linking function is premised on the recognition that each member's contribution, no matter how trivial it may seem to be, is, in fact, very important to the speaker.

Conveying Acceptance is another significant function that may spell the difference between active participation and resistance or passivity in the group members. This skill is crucial in maximizing participation in Filipino groups. We are known to be particularly sensitive to judgment and evaluation and react to these defensively. The leader, therefore, conveys acceptance in word, in attitude and in behavior. Verbalization is descriptive, not prescriptive; objective not evaluative. It refrains from using highly judgmental words and has minimum "shoulds" and "should nots." It does not give unsolicited advice nor does it moralize.

I have added a sixth function to Gordon's list of five. I have termed it as the group-centered leader's *Skill of Humanness or Skill of maka-tao.* This implies a sensitive ability to be in touch with one's own humanness and the ability to relate to the humanness of individuals in the group. This also demands a clear understanding and appreciation of the facilitator's own strength, limitations and potentials and a willingness to disclose these at appropriate moments in the group's life as data for consideration and possibly as a source of learning. This function is closely akin to the Modeling Base of Learning.

What does this type of leadership produce, one may well ask. If the leader consistently practices the above-mentioned functions, members eventually and invariably within the group life, learn and exhibit these skills themselves. Not solely from imitating a style of leadership, but because they soon experience a sense of confidence within and among themselves. They will develop the skills of the group-centered leader, in varying degrees, thus maximizing freedom to grow within their group.

The psychodynamics of this process may be stated as follows: As members in a group are listened to with complete understanding as they come to recognize that in the group—there is neither judgment nor prescriptions, and as they see that their ideas and experiences are treated only with respect and objectivity, the members feel their own self-esteem growing and increasing.

Each member of the group will then become more expressive as he/she finds all the members listening carefully to what he says, asking questions for clarification and expanding on the ideas he has presented. In this way all the group members become clearer about the common concerns. Thus, the complexity that formerly characterized their concerns is reduced to greater simplicity.

In the accepting and nonthreatening atmosphere, defensiveness and resistance are reduced. This results in more openness to new ideas and approaches. Data is studied from a broader and more objective point of view. There is greater courage and more willingness to plan innovative alternatives. The end result will be creative problem-solving and innovative planning for the attainment of goals and objectives.

Development and Instructional Methodologies

The HRD professional utilizes distinctive development and instructional methodologies. These initiate and carry on the psychodynamic process which moves the group members well along the way to becoming highly effective, self-actualizing human beings. Carkhuff (1981) suggests the following three bases of learning appropriate to adult education. (I have incorporated my own insights in the presentation).

Modeling Base of Learning

Imitation of parents or significant others is surely where the largest degree of learning takes place in children as well as in adults. *Modeling* continues to be most critical in any kind of development program, and the HRD professional is the key model. Not as a perfect human being but as someone who lets the learners know whether the goals of development can be achieved, whether it is at all possible. The modeling consists in this: that I am perceived as a person, not only as congruent and genuine, but also as one who has worked out an effective yet open-ended development technology. One who lives responSIVELY and responSIBLY. One who is dedicated to my own continuing growth and development. Such a person can encourage learners to develop and integrate their own growth and thus, themselves learn to live responsively and responsibly.

Experiential Base of Learning

Closely related to modeling as another instructional base toward the goal of self-actualization is Experiential Learning. The emphasis here is the learner's *first hand* experience of the dimensions involved. Thus, if the program is focusing upon, say, the communication of empathy, the learner must experience the facilitator communicating a depth of empathetic understanding to the learner. The learners must experience their own expressions understood in depth with a degree of accuracy that extends communication and allows the learners to understand themselves at deeper and deeper levels.

The facilitator must also be able to link the experiences of the participants to the theme currently in focus. Hopefully, each member of the group will find in the shared experiences of the others, matters that are relevant to the attainment of his/her own personal goals.

Didactic Base of Learning

Although the learning program is basically experiential in execution and although its success relies, to a large extent on the ability of the facilitator to be genuinely human and sensitive to the learners' needs, a *didactic base* of learning will be a third factor in the success of the program.

The learnings gained by the participants have been attained by means of experiential activities and facilitated by a responsive and responsible leader. Nevertheless, these experiences will become insightful learnings only when analysis of them by means of rational and feeling reflection will lead to meaningful insights that will enable the learner to apply them to the life situations they will be facing.

Furthermore, the learnings and also the entire framework of the program, must be validated by relating them to relevant theories that have been established by a strong empirical base of research. The constructs developed by research, both foreign and indigenous; findings of studies and surveys especially those that have been tested on the Filipino clientele; by scholarly articles written by Philippine writers and professionals must be transmitted in the program.

The essence then of the didactic base of the program is the systematic, step-by-step procedures that make intended goals achievable. To have direction, the learner must know at each stage that he/she has either achieved the goals or not. The goals must be specifiable, the means to achieve the goals must be made clear. If these are evident, then the program is honest.

Techniques, Strategies, Approaches

In addition to the above mentioned fundamental methodologies, the HRD specialist is also called upon to be familiar with specific development techniques, strategies and ap-

proaches enrich and facilitate the attainment of development program objectives. The HRD professional has a responsibility to keep abreast with developments in the field and to be knowledgable of the techniques and strategies currently used in the Philippine human resource development scene. This rich repertoire of abilities will certainly give him/her numerous options that will benefit learners in their development objectives.

Framework for Personal and Professional Growth

I have developed a framework for personal and professional growth that is dynamic and evolving. It is holistic, interdisciplinary, and humanistic. It is a framework that I commit myself to, and which I invariably propose and present to various client groups. The following diagram and explanatory text will elucidate this.
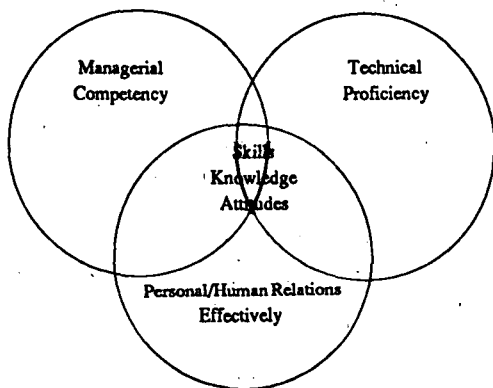

Figure "The Efficacy Wheel" and *Pagka-tao*

In the Philippines, there is a high premium placed on Smooth Interpersonal Relations (SIR): *"pakikibagay, pakikisama,* and *pakikiramdam."* Filipinos are known for their high affiliation and personalism needs. Importance of the *pagkatao* is emphasized. Studies have shown that presence of these characteristics and attributes in the work settings contribute significantly to cohesiveness and productivity.

In the Efficacy Wheel drawn above, the 'cog' of *Personal and Interpersonal Effectiveness* is at the base or the starter for the other cogs. The human resource developers' "product line" so to speak, are people. A proficiency therefore, in dealing with complex human relationships in the fulfillment of various *Technical* roles and functions, and as *Manager,* to competently analyze, plan, implement, evaluate development programs with staff and other professionals, will determine the effective implementation and attainment of human and organizational development goals.

Furthermore, I believe that the effectiveness of any professional, regardless of orientation, is determined by his/her capacity to live life effectively as a human being. I view a person as whole and unfragmented; who functions simultaneously or sequentially on a cognitive, affective, physical, spiritual level; relates to life in an intrapersonal, interpersonal, transpersonal, and structural fashion. Therefore, the ability to grow and develop in these many dimensions will influence the professional's competence and confidence in planning change and development interventions for his/her client system.

Conclusion

The "drama" Of Human Development is enacted in a seemingly complex, yet utterly simple fashion when we are able to touch in a meaningful way, the human mind, heart and spirit.

As long as there is life, movement continues along the continuum of human development—slowly, swiftly, circularly, in fits and starts, progressively, retrogressively—hopefully in the overall picture always toward High Effectivity, that is to say, toward the confident capacity to effectively plan changes, growth and development for one's self and one's client system.

The first and foremost client of the human resource development worker is his or her own person. My own growth and confidence as a person and as a professional will "ripple" into the

lives of personally significant people, into persons I work with and organizations I plan with. These persons and organizations, if they are open to change, will communicate their new-found values and effectiveness to other organizations and communities and eventually to the nation itself. ("If" is important. Still the only way to start is with one's self.)

The individual who creates this "multiplic effect" may never come into direct contact witl many of the developed persons or groups o organizations. This process of "rippling," how ever, is in all its respects and dimensions *Peopl Empowering* ... people building, nation build ing!

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