

## **Executive Training in the Philippines**

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*Although it is difficult to assess the performance of major executive training institutions in the Philippines, there is a development orientation bias as far as the curriculum content of the various programs are concerned. Still, there is need to develop a stronger partnership between clientele and training institutions, and closer inter-institutional collaboration for executive development.*

This paper presents the state of executive training in the Philippines in three parts: (1) executive training institutions; (2) trends and issues; and (3) conclusions.

There are six major institutions engaged in executive training. They are: (a) Philippine Executive Academy (PEA) now attached to the College of Public Administration, University of the Philippines (UPCPA); (b) Asian Institute of Management (AIM); (c) Development Academy of the Philippines (DAP); (d) Civil Service Academy (CSA) of the Civil Service Commission; (e) National Defense College of the Philippines (NDCP) of the Ministry of National Defense; and (f) Local Government Center (LGC) also of the U.P. College of Public Administration. In addition, specific agencies also conduct in-house training for executive development.

### **Executive Training Institutions**

#### *The Philippine Executive Academy*

From a historical perspective, institutionalized executive training in the country may be said to have begun on the initiative of the University of the Philippines more than two decades ago. On August 3, 1962, upon recommendation of then University President, Gen. Carlos P. Romulo, the Board of Regents by resolution established the Philippine Executive Academy as a unit of the Institute of Public Administration.

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Within the same year, the Philippine Congress passed a special law, Republic Act 3534, which assigned to the Academy the development task "[of making] available a pool of capable executives needed to accelerate the economic and social development of the country." It provided for the Academy an appropriation of ₱260,000 each for the first and second years and a regular annual budget of ₱375,000.

At this relatively early stage in 1962, it was considered a pioneering move for the University to respond to the development needs of the nation by expanding on its traditional role of preparing future leaders to include senior officials already occupying leadership positions. Through the Philippine Executive Academy, the University harnessed its academic resources, its sciences, technologies and human resources, translated them into practical and analytical terms and brought them to bear upon levels of policy decision-making processes in government and business.

From the very beginning it was decided that the Academy could best meet its development thrust by addressing its course of studies to a mixture of senior participants from both the public and private sectors. A generous grant from the Ford Foundation in the vicinity of a quarter of a million dollars allowed the Academy to avail of the services of renowned institutions for executive training abroad in the planning and designing of the structure and course of studies of the Academy. The heads and senior men from British, Norwegian and Australian administrative staff colleges, as well as those from the Harvard Business School and Brookings Institution came to Manila not only to help in the planning process but to participate as U.P. visiting professors in conducting the early sessions of the Academy. The courses offered were developed following the model and methodology of the British Administrative Staff College.

External aid also made it possible for the University to acquire as permanent site for the Academy more than three hectares of prime land resting on a plateau in one of the highest peaks not more than 12 kilometers from Baguio City. However, certain unfavorable circumstances still prevent the Academy from building on this ideal piece of University property.

The Academy Course of Studies centers on the partnership of government and business for development. The training environment is so arranged as to provide intensive interaction between the participants of both sectors and the encouragement of creative and realistic approaches to economic and social development.

The main areas of treatment in the Course of Studies are:

- I. The Development Thrust
- II. Philippine Economic and Social Environment
- III. Corporate Management Techniques

- IV. Policy Studies and Plan Implementation
- V. Evaluation and Control
- VI. The Development Manager

The Academy's primary methodology concerns the panel or syndicate work around which the day-to-day work of the participants in groups are centered and scheduled. Generally, not more than 30 senior participants of as varied background as possible are accepted into one session. They are divided into three syndicate groups called panels. These groups workout actual problems of policy under explanatory briefs governed by a timetable from inception of discussions to decision-making. A report is then prepared for formal presentation and defense before the whole Academy in plenary. All exercises, lectures and supporting readings are worked into the timetable of the subject matter under panel consideration. Fifty percent of the total time count for the 10-week course in residence is devoted to panel work. Case studies, sensitivity sessions, business games, negotiation exercises and exercises involving high technology are interspersed into the different components of the course of studies.

A barangay field exercise of 10 days in depressed villages is considered critical to the development thrust of the course and is undertaken with a view to helping village leaders plan and design implementable income generating projects for implementation on a collective community level.

#### *The Asian Institute of Management*

In 1968, six years after the founding of the Philippine Executive Academy, another major institution for executive training came into being in Manila. This is the Asian Institute of Management (AIM), a purely private, non-profit organization that addresses its services primarily to the business sector. This institute was established as a graduate school "to prepare men and women for executive responsibility by offering high quality management education specifically designed to meet Asian needs."

A two-year Master in Business Management Program and a one-year Master in Management program are offered by this Institute. On executive training of the non-academic level, the Institute offers a one-month Top Management Program, an 8-week Management Development Program, as well as special area programs such as the Advanced Bank Management Program for Bank Executives and the Advanced Marketing Management Program for marketing specialists.

Having had its genesis in the short summer courses for business executives conducted at Baguio City by visiting Harvard professors in the early 60s, the AIM as an institution together with its programs and methodologies, was strongly influenced by the Harvard Business School model. The

case study method with indigenous moorings in Asian environment constitutes the hallmark of its teaching and training methodology.

It is interesting to note that aside from the fact that it is a purely private sector venture, the AIM also differs from its sister institutions doing executive development training in that it is, as its own name implies, largely an Asian regional institution. AIM is governed by a Board of Governors of distinguished persons from the five member countries of the Association of Southeast Asian Nations as well as from the countries of Australia, Hong-kong, India, Japan, Korea, Taiwan and USA. Forty to 65 percent of its students and participants come primarily from neighboring Asian countries.

Two local universities stand as sponsor to the AIM—the De La Salle University and the Ateneo de Manila University. It is favored with most excellent facilities at its main campus in the heart of Makati district; it also counts on a strong local and visiting faculty.

#### *The Development Academy of the Philippines*

The onset of Martial Law in September 21, 1972 brought about a new power structure and strong political initiatives. The “privilege, corruption and stagnation of the previous orders” had to go and the “New Society” was brought to the fore. This meant a major reform program in government consisting, among others, of structural and institutional changes and a pervasive attitudinal change beginning with the government bureaucracy.

It was in this context that the third major institution with an impact on executive development came into being: The Development Academy of the Philippines (DAP). Created at the heels of martial law, “The roots of the Academy reach deeply in the New Society. It was inaugurated in June 23, 1973, one of the many new institutions reflecting the fresh perspectives of social renewal through democratic revolution. . . .”<sup>1</sup>

In the words of President Marcos, himself, the Academy “is the handiwork and brainchild of Filipinos who forgot to consult with foreigners because it was not necessary . . . For the Academy is an honest and authentic expression of our nationalism in the New Society.”<sup>2</sup>

The DAP pursues its objectives through teaching, research, consultancy and publications over broad areas of concerns which includes: (1) organization and management and development, (2) productivity research and promotion and (3) public policy research. It was under the area of management development that the Career Executive Service Development Program (CESDP) on executive development was also introduced.

The Integrated Reorganization Plan of 1972, or Presidential Decree No. 1, recommended the institution of a Career Executive Service (CES)

within but atop the civil service system. Certain positions in the CES were reclassified on the basis of rank rather than position classification. These were the positions of deputy secretaries of departments (deputy ministers), assistant secretaries, bureau directors, assistant bureau directors, regional and assistant regional directors, and such other positions of equivalent rank in the national government. This concept was patterned from the British Administrative Class model and introduced into the Reorganization Plan by three members of the PEA servicing the Reorganization Commission, the writers of this paper and the late Dr. Abelardo Samonte, then PEA's Director of Studies. The idea behind this move was to achieve greater mobility, flexibility and effectiveness in the higher management levels of the government. It was conceived that various development programs and projects would be more effectively executed and therefore would help the country's development efforts. P.D. No. 336 and L.O.I. No. 146 were then promulgated instructing the DAP to conduct training courses and requiring senior government officials to attend to qualify them for eligibility for entrance into the Career Executive Service. Eighteen sessions have to date been completed at the DAP covering nearly 1,000 executives. P.D. 336 also established a Career Executive Service Board (CESB) as the governing body of the CES.

The ten-week residential course for CES conducted by the DAP covers some six "modules", namely, (1) development perspectives, (2) dynamics of human behavior, (3) planned change, (4) organization analysis and change (5) development management and (6) Philippine administrative system.

The program also includes two other important features: (1) a 10-day "barrio immersion" field exercise to enable participants to better understand poverty and to view the government's response from grassroots perspectives and see what improvements can be made, and (2) a six month monitoring of the participant, on-the-job performance and implementation of their individual re-entry plans.

DAP's impressive CES program may be characterized by creativity and innovativeness in concept with emphasis on reaching individual participants with ideological and behavioral changes. The ten-week residence in Tagaytay is conducted mainly through "lecturesses" and discussions in plenary, supported by readings, some case studies, group exercises and even "syndicate" workshops. DAP has launched a Phase II of its CESDP program. This is a 38-week program for middle managers or occupants of positions mostly in the classified service immediately below CES. The objective of this phase is to produce a corps of CES eligibles readily accessible for service in the CES as positions become vacant.

The program of studies for Phase II is similar to Phase I with the training modules conducted more extensively and comprehensively. Two sessions have been completed under Phase II. Together with Phase I, a total of 1,025

participants have successfully completed the CESDP program. In this connection, government corporations and local governments do not come under the coverage of DAP's CESDP program as yet.

The resources, both political and material, at DAP's command to carry out its programs is nothing less than enviable. Aside from its obvious political support, the DAP operates with considerable material resources. At its magnificent site in Tagaytay City, acquired with the assistance of DBP, it conducts its training in residence and its research activities. Lately, the DAP has acquired for its use a new first rate, multi-storied building in Pasig. The sum of ₱500,000 was contributed by each of its founding members (CB, GSIS, SSS, PNB, and DBP) to cover initial operating costs for the period 1973-1978. Its charter later provided for an Endowment Fund to which the founding members were each to contribute three million pesos in 1973, and four and one-half million pesos in June 1975. This charter was later amended to include the Land Bank as additional contributor to the Endowment Fund. All interests earned by the Endowment Fund are made available to the DAP without impairment of the capital invested.

An additional financial resource is derived by DAP from its annual contractual projects mainly consultancy and research with a large number of ministries and agencies of the government. Annual support for its CESDP program comes from the budget of the Career Executive Service Board.

#### *Civil Service Academy (CSA)*

The function of the Civil Service Commission relative to executive training assumed major importance as one of the institutions on executive training with the creation of the CSA in 1978 under Presidential Decree No. 1218. Even before this decree, the basic law of the Civil Service Commission under Presidential Decree No. 807 which was issued on October 6, 1975, empowered the Commission to "take the initiative in undertaking programs for personnel development."

Under its terms of reference, the Commission through the Academy developed an executive program called the Executive Leadership and Management (ELM) in 1979 to provide executive skills to managers of government corporations. This four-week residential training program involves 6 modules, namely, (1) the environment of public enterprises; (2) political and social responsibilities of public enterprises; (3) enterprise policy and strategy; (4) managing for productivity; (5) decision-making; and (6) corporate sensitivity to community needs, especially those in developing areas. This last phase of the course provides a 5-day field exercise among depressed barangays for the purpose of identifying programs or projects for development.

The ELM program also serves as a basic screening mechanism for the recruitment, selection and promotion in the executive ranks of government-

owned and controlled corporations. In effect, this system confers eligibility for appointment to the executive positions which is not made available without undertaking the ELM training program.<sup>3</sup>

### *National Defense College of the Philippines (NDCP)*

The foundations for the National Defense College of the Philippines as a training institution for senior level officials was laid down on May 11, 1973 through Presidential Decree No. 190. The law vests on the College the authority to confer the degree of Master of National Security Administration upon graduation from its regular course. A subsequent decree of the President (P.D. No. 452) on May 13, 1974, transferred the College from the Chief of Staff of the Armed Forces to the President of the College and also allowed representatives from the private sector to be admitted to the College. The law also provided that graduates of the College will receive, for purposes of promotion to key and sensitive positions in the military and civilian offices, preferential consideration. Under existing laws all graduates of this program from the executive ranks of the civil service are accorded CESO status.

A senior defense management course is also being offered under the defense college program. This program admits not only officials of the military but also officials from the civil service and the private sector as well. The program seeks to enhance the participant's capability for policy formulation, decision-making and program implementation. The course also hopes to strengthen their skills in negotiations and conflict resolution. This course runs a total of 87 hours.

No fees are charged to participants. All expenses including board and lodging in residence are covered under the National Defense budget.

### *Local Government Center (LGC)*

The Local Government Center is a well-established institution extending technical cooperation to local governments in the country in order to help strengthen them in their pursuit of development goals. The establishment of this important center is viewed as an indispensable aid to local governments.

A major vehicle through which the Local Government Center contributes to the vitality of local governments is through the conduct of training programs for local government leaders. One such program is called Local Administrators and Development Program (LADP). This course is offered by the center twice a year to local government officials both in elective and career positions. Running for a period of 10 weeks, the course is held at the Local Government Center in Rizal Hall, Padre Faura, Manila. Field visits bring participants to out-of-town development projects as part of the module on project management and implementation.

The center also conducts research primarily to support its training programs. The staff of the center is also engaged in consultancy work with other government agencies, particularly the Ministry of Local Government and the Ministry of Human Settlements.

Since the Civil Service Commission on its own also undertakes training of executives in local governments, problems of duplication and overlap are bound to happen. This situation, has, however, been resolved through consultations and coordination between the Civil Service Academy and the Local Government Center. It was agreed that the Local Government Center will continue to emphasize the training of local elective officials, while the Civil Service Academy will attend to the training of career executives at the local level.

#### *In-House Executive Training Programs*

Large ministries, public corporations and major firms of the private sector also undertake training of their own executives on in-house basis. Some of these in-house development programs are quite excellent and innovative. The training programs of the National Power Corporation (NPC) includes a Management/Administrative Development Program for managers and supervisors as well as an organization development program for its managers and other personnel. Training in NPC is handled by the Human Resources Department (HRD) of the corporation.

Another example is the in-house management training of the Commission on Audit (COA). The Manpower Development Office is responsible for in-house training program on courses in government auditing and accounting, Philippine administrative system, effective planning and implementation, administrative behavior and others.

The Central Bank of the Philippines also conducts in-house training for some of its executives. The Bank's in-house training programs have recently been integrated into one office in which training efforts formerly dispersed to its various branches and offices have been consolidated into one integrated program. Training facilities are of a high order and the training courses are designed with special attention to the training needs of bank executives.

#### **Trends and Issues**

The merits of existing executive training programs are mostly determined by the reputation established by the programs themselves. These are measured against standards which nominators of the program set to guide themselves, depending on the purpose for which they send their executives for training. Earlier queries brought this out, indicating that training-conscious entities avail of the opportunities offered by existing executive



development programs according to their own perceptions as to which of these could best suit the person they have in mind.

Nominators invariably come up with their own impressions of the various programs relying largely on the reports of the returning trainees and results demonstrated in their subsequent performance. Highlighted by these observations are the relevance and strengths perceived relative to the training need intended to be satisfied. Such impressions may be borne out too by the prestige of personalities conducting the program and those who make up the list of discussion leaders and lecturers.

An assessment by the training institution concerned with its own program is rendered difficult due to various factors. Among these is the general lack of baseline data on the participants with which to gauge the program's worth or contribution in real terms. Participants enter into an executive development program bringing with them innate assets and liabilities, including their biases. Changes occurring in the course of training or as a result of it are difficult to determine. Changes, if any, particularly in attitudes, knowledge or perspectives are not immediately discernible. If ever these become evident at all, they may not necessarily and conclusively be ascribed to the training received. The training situation is artificial and varies in structure compared to the realities of the actual work climate. A host of extraneous factors intervene both in the physical location and the time that may have elapsed since the observed change is noted. Finally, application of the most sophisticated means in an attempt towards quantification for objectivity sake, may lead to the disregard of values that could be attached to some yet unknown elements in human behavior.

Contents of executive training programs are of such general scope that they are unable to cover the immediate and conceivable executive development requirements meant to be met from the prospective nominators' standpoint, who are incidentally, engaged in divergent lines of economic or governmental activity. Reliance is placed on the conscious and conscientious efforts of training institutions to keep their programs relevant, responsive, and updated with emphasis laid wherever felt demands are indicated. These in turn, depend on the knowledgeability of training institutions on trends and development in managerial know-how and techniques and sensitivity to demands as are dictated by circumstances whether common among or peculiar to any of nominating organizations.

One important concern is the dissemination and promotion of notions and concepts in furtherance of national goals and aspirations, the engendering of attitudes essential in advancing the primacy of national objectives which at the moment is economic and social development over those of strictly sectoral interests.

Continuing dialogue and communication between client organizations and the training institutions should prove mutually beneficial in the long run. The client entities are the best source of information and sounding board for planned revisions of regularly offered training courses, an arrangement often achieved through former participants as individuals or the alumni as a group. These exchanges bring to fore new demands that have to be satisfied to respond to emerging special training needs. The need still stands for training institutions on their initiative to continuously re-examine course objectives, contents and methodologies so as to bring about the more effective realization of the changes sought through executive training and to identify more clearly the specific areas in training evaluation that have remained elusive and unexplored.

The foregoing leads to the ever-growing role of research as an essential component in introducing innovation, keeping relevant and sustaining the effective conduct of training programs, including the evaluation of results no matter how inconclusive the findings thereon may have so far been proven.

Facilities move aspirations closer to realization; they provide the conditions that help insure success of training programs. A well-stocked library relevant to executive training entails keeping up with the latest editions insofar as possible, and in multiple copies preferably, and updated issues of pertinent periodicals, including other materials covering matters of contemporary management concerns.

Provisions for suitable building, space and training facilities is another *must* that take into account progress in teaching methods used as well as the accessibility of the training site to prospective as well as the past participants and the instructional staff. Maintaining and operating such facilities bring about a host of attendant problems, however.

Hard and software equipment have begun to assume more than the role of mere tools for making things happen; their operation and use have now, with the advent of micro-computers, become the object of managerial training. The coming of age of higher technology has proven the indispensability of sophisticated equipment with the concomitant faster rate of its degeneration into a state of disrepair due to extensive use and obsolescence. Emphasized to the highest degree is the need for systematic maintenance, upkeep and replacement of equipment heretofore taken for granted.

Specialists in manpower development and training have now begun to assert themselves and have similarly laid claims to rights and opportunities for professional advancement and recognition. Noteworthy is how these have influenced the current nomenclatures of *Human Resource Development Departments and Offices* that have mushroomed in the last few years.

By its very nature, executive development and training is forward-looking; its span is long-ranged. Its effects are anticipated to be felt in the future and not only in the immediate present. Here lies its differences from other forms of training. Because it intimately represents financial outlays, it is regarded as a form of wise investment.

Executive training is linked with far-sighted institutional plans for manpower development of organization. Systematized manpower development calls for the charting of the growth, progress and advancement of those identified with managerial potentials within the enterprise. This managerial development plan is matched with the expected development direction and growth of the enterprise itself alongside with opportunities for future placement and promotion in rank. Such planning takes into account the natural effects of turnovers caused by resignations and retirement and looks positively towards the inflow of new recruits with promise.

Executive development training constitutes a higher step in the hierarchy of predetermined levels of training that entails passing through a progressive series of gradations of specialized programs which may begin with pre-entry orientation, and therefore, a scheme of "rising through the ranks". Cases of lateral entry is countenanced, which similarly considers training undergone in previous jobs outside the organization that may themselves need reinforcement and follow-up! These are among the considerations behind the decision of a nominating organization in selecting the executive training program to patronize and its choice of the executive development trainee himself.

But cost has as of recent years become a basic and limiting consideration as resources continue to dwindle more and more. This item includes more than the actual expenditures of sums of money in payment of fees and charges for participation in executive training programs. The participating executive's absence from work through the time of training equally has its cost equivalent in terms of his salary and other emoluments which he continues to enjoy for the duration. Added is the loss incurred resulting from his non-productive but nevertheless paid time.

The price for every item that goes into the formulation and conduct of training courses has not been spared by the effects of world-wide recession. Unabated hiking of pay rates for services of all those who contribute to the holding of training programs, from the lowest to the highest paid are items of expenses considered in raising budgets for holding training courses. Illustrative of these are the wages of even the lowliest mimeograph operator who turns out the readings reproduced out of materials and equipment that have equally risen in value bringing the total to almost prohibitive proportions. Physical movement connected with the preparation and conduct of programs have been constricted and reduced to the bare minimum.

Cost consideration alone leaves not much elbowroom and hems in all efforts of training institutions as well as sponsoring organizations within the confines of what is expedient or least costly rather than what is required and effective. The cost of training and all that attends it, under present circumstances therefore, influence to a great extent the quality and responsiveness of executive development programs.

Whipped within the confines of high costs in conducting executive development programs coupled by the diminishing patronage of regular clientele organizations, training institutions had resorted to abbreviations, to shortening the duration of established and tested programs. The continued diminution of the usual enthusiasm for participation has in some quarters been interpreted as saturation which can be quite a debatable question. Diminishing participation even from well-established enterprises could only mean that the pursuit of established manpower development plans has been relegated to a lower level in the hierarchy of priorities attributable to the present economic conditions. Thus the benefits offered for instance by the live-in nature appropriate for and characteristic of executive training, because of cost considerations, have more sparingly been taken advantage of. Expense cutting has tended towards cramping and conducting management courses under less favorable or even adverse learning conditions. And this could be in spite of what otherwise may be available facilities precisely put up for executive training purposes. Hopefully, such barrier inimical to the proper conduct of executive training programs would remain but temporarily and would soon be lifted as the country recovers from its present economic predicament.

A shift to short course offerings that cost less for shorter periods especially where the impact is immediately realizable is noted. After all, the rationale is that such short programs still form part of plans for management development. These are even characterized by multiple attendance where in effect opportunities are spread out to more than a few whose participation in regular executive development courses would have cost more.

Judging from this trend, discretion would seem to indicate that extended executive development programs probably should be offered sparingly as emphasis is placed on shorter but "impactful" courses with more stress on discrete managerial skills and infusion of high technology applicable to the process of management. This should remain so until such time as the effects of the economic environment described earlier warrant otherwise.

The last two decades of executive development and training in the Philippines has kept pace with progress attained in the art from both local and foreign experience and results of studies thereon. Keen awareness of the need to keep training offerings at this level responsive and relevant to Philippine requirements and conditions prevailed over such efforts.

Emphasis has been on the inexorable fact of change, in being its master and not its slave. Deliberate too, were attempts at adapting instead of indiscriminately adopting theories and ideas emanating from abroad, the concern for which has spurred efforts for accumulating indigenous case studies and instructional materials, for example. The quest for attributes necessary in assuming executive leadership exemplified endeavors at inculcating positive outlooks, in looking at things in their entirety rather than in their specificity, fostering entrepreneurship and transferring of skills essential in managing developmental programs and projects. Sensitivity to opportunities, willingness to take calculated risks, and full commitment have been encouraged against unwarranted conservatism, want of initiative, as well as lack of vision and imagination.

Exposure to the system of quantitative approaches have been made an integral part of training programs to reinforce perspectives. Orientations to quantitative analysis techniques, such as operations research, queuing, PERT/CPM, decision trees and other fundamentals of model building were symbolic of the sophistication reached in managerial training. Refinements in decision-making processes like those enunciated by KEPNER-TREGOE adherents and related concepts of value analysis have equally been accorded due attention. All these are testimony of the imperatives of the multi-disciplinary approach to executive training.

As moves in the direction of specialization in management sciences gained ground, broad-gauging has been the object of modules in special studies in policy formulation and analysis. Civic groups helped foster concern for managerial social consciousness and responsibility.

Intensified government programs and projects helped project development objectives focusing on its ultimate end: the equitable distribution of its fruits among the more disadvantaged members of society. Emerging as a useful training device is the field exercise in connection with which executive participants were physically dispersed to rural villages to live the experience of underdevelopment, and to assist in ways practicable to awaken rural inhabitants in the concept of self reliance and, in the process, deepen a bit more the understanding and develop sensitivity to the dimensions of human relationships as in people-oriented approach to development. The evolution of rural exposure as an instructional method and training device has merited in-depth treatment and deliberation in a seminar-workshop where participation was drawn from operating officials and professional trainers from the various sectors and discipline of the academe, respectively.

Headways gained in the behavioral aspects of executive training have similarly been incorporated in executive development programs in varying degrees which saw the adoption of t-groups and transactional analysis sessions and their variations. Behavioral-oriented approaches such as organi-

zation development (OD), management by objectives (MBO), management by objectives and results (MORE), productivity circles, theory "Z" and others have been accorded more than passing treatment.

Computer technology has over the same period developed tremendously for which there had been hesitating reception in the beginning due to prohibitive costs involved but have, because of further advances in the science, now become accessible even for small time operation. The introduction of microcomputers seems to have ushered in a new era in the modernization of management practices that is fraught with unimaginable potentials.

Corporate planning and control concepts and techniques that take into account the political, social, administrative, economic and technological environment including the symbiotic relationships among sectors, have occupied a correspondingly increasing concern in the training not only among private sector executives but government administrators as well. In a developing country like the Philippines, bridging the gap between what was planned and actual results has come to be regarded as absolute necessity in the prudent use of diminishing resources. These have been sought to be emphasized in instructions relative to project development, implementation, evaluation and control.

Follow up, refresher or special courses have equally been available and directed towards updating or keeping informed of trends, direction and current issues in the practices and art of management as part of the continuing professional growth and fulfillment of executives. These have been part of a regularly scheduled activity usually sponsored by alumni or professional groups and often made to coincide with the visits to the country of renowned authorities in management theory and practice and holding of conventions. The above describes in brief the drift towards which executive development and training has evolved in the last twenty years in this country, particularly at the Philippine Executive Academy.

Looming large behind the present stage of development in executive training in the Philippines are a few issues that are likely to influence its future.

Filipinos generally believe in education and respect competence. The sheer desire for self-improvement on the part of men and women who have reached this stage in their work careers once dominated the motive for submitting to the usually rigorous discipline of executive training programs. By attending well-designed executive training courses, expectations are towards acquisition of additional knowledge and skills and improvement upon attitudes that would better situate them to prove and demonstrate their true worth and thus merit recognition for consideration to higher responsibilities.

From the standpoint of the sponsoring organizations, sending their executive to training serves the purpose of providing them the means for discovering for themselves their own weaknesses and being shown the way to correct them.

It used to be that the opportunity for self-improvement is by itself recognition of potential and regarded as satisfying a basic human need. The recent emergent practice in the automatic grant of distinguishing rank and bestowal of privileges upon completion of certain training programs in government has, to the thinking in some quarters, diluted the original purposes for which training programs are established and have to a certain extent thereby become dysfunctional thereto. It is the view that the trend has in effect denied those who are in a better position to exercise dominant discretion as to who deserves to be promoted or granted the rank by reason of actual meritorious job performance. If, on the contrary, the present practice should prevail, current designs of executive training courses could perhaps stand a lot of re-examination in view of this twist in course objectives.

In the light of the economic adversities facing the nation today, it would be in the interest of upgrading the competence of a greater number of those with executive talents among the least able to afford financially, be they government or private, that measures should be found to enable the otherwise less fortunate to equally avail of existing opportunities for executive development and training. This brings to mind activities earlier in the last two decades when trade unions and their federations not only set up their ranks but did participate as well in programs patronized by management out of the aid extended by foreign foundations. Noteworthy is the wealth and diversity of experience and insights shared in the interactions characteristic of the learning process in executive courses that have remained untapped due to the inability of those who would have otherwise enriched and benefitted from such exchanges, to attend existing programs. The irony of it all is that those who need it most are denied the chance of profiting from such existing programs. The occasion cited above has unfortunately not been consistently pursued for what appears to be due to insufficiency of financial support. These and such similarly situated groups of active contributors to the country's development efforts deserve equal opportunities for managerial growth and sustenance.

The complaint against the rampant corrupt and unethical practices committed by administrators particularly in government has become a perennial one. Denials of its prevalence alone in government have led to quotations of cliché purporting to show that the occurrences of wrongdoing is not the monopoly of officials exercising authority and discretion. Laws and regulations designed to curtail commission of graft have been promulgated. Procedures in many cases have been made so rigid as safeguards but have thus made transactions more red-tape ridden, abetting circumvention instead of faithful observance for consideration.

A serious re-examination of the situation appears in order. Among alternatives is the role that executive training can play in efforts at minimizing if not eliminating graft and corrupt practices as part of continuing education. This calls for a real honest-to-goodness endeavor to determine the ways and methods for inculcating lessons in ethics, integrity and uprightness among practicing executives and administrators. Related to this are the imperatives for bringing about the conditions that would make the training schemes work, as well as the situations necessary to reinforce its effects. Venturing outright solutions at this point could indeed be difficult.

In view of the foregoing observations, a visitation, no matter how cursory to the strengths and weaknesses of today's efforts in training higher administrators and executives stands to reason. Positively, the ample opportunities available, diversity of training offerings, and the sustained enthusiasm demonstrated on the part of training institutions cannot be found wanting. Proliferation, on the other hand, may be disconcerting but suspicion of surplusage can only be validated and proved against the actual needs, demands and capacity of existing concerns to take advantage of them.

Noteworthy too are the dissatisfaction and disenchantment of client organizations. This may be exemplified by frustrations arising from disappointments in the performance of some bureaucrats who after returning from training programs have not demonstrated any change in behavior and competence. Such would particularly apply to those who contrary to expectations have evinced more concern with their own positions, status, individual self-estimates or esteem, emoluments rather than a desirable commitment towards making a contribution to the ends of the organization.

The feeling in some quarters is that executive training tends to foment a sense of "elitism" among those who have identified themselves as forming a separate breed and worthy of special treatment which eventually may degenerate into pressure groups in advancing their own interest. Those who make up such emerging groups would, of course, be quick to retort that their binding together is precisely for sustaining efforts toward enhancing further professional growth.

A more profound examination of the present state of the situation in executive training would subject existing programs in executive training to scrutiny as to their direct functionality in terms of content, methods, objectives, costs and would necessitate gauging the very competence of the training officials of those institutions as to their grounding in educational methods and training techniques. A pertinent query indeed would be which institution would readily submit to such an evaluation? by whom? and by what standards?



### Conclusions

It would be noted that this paper avoids any evaluation of the programs of the institutions presented herein. It would not be fair nor appropriate to do so especially as the presentors of this paper are associated with one of them. Also, such an evaluation, if desirable, needs to be done professionally by an independent body of experts with long and distinguished background in the training of executives. Therefore, no conclusions are reached by the paper on which institution is better than the other.

Nevertheless, one of the basic issues raised relate to the possibility of duplication or overlapping among the training institutions concerned. It should be pointed out that insofar as the PEA and the DAP are concerned, no such duplication exists. In the first place, the PEA's program pursues the training of mixed groups involving senior executives in both the public and the private sectors. Obviously therefore, the PEA course of studies is especially designed not only to cover relevant areas of government management but also business management, economic policy issues, marketing and other such concerns of the private sector. The PEA course has been so designed to integrate these disciplines with a focus on the management of economic and social development. The DAP program of studies on the other hand is directly concerned with the training exclusively of government administrators focused on their ideological and behavioral change and development. As between the Civil Service Academy and the PEA, there might be some problems with regard to the training of managers of government corporations. This is because the PEA has long considered participants from public corporations as one of the tri-sectoral clientele in every session that it holds. Also, there will be a problem if the DAP in the future decides to include executives from government corporations among those to be trained under the Career Executive Service Officer (CESO) program. As a matter of fact, there seems to be a trend among government corporation executives that have completed the program under the Civil Service Academy to now move towards their inclusion under the CESO program in order to avail of its benefits. It should be acknowledged that our institutions will have to undergo much more experience in running development training programs for executives to further sharpen our skill in training design, deeper researches in the translation of the development orientation into practical and effective transmission of knowledge, skills and values commensurate with the absorption and retention capacity of executive participants. Also there is much room for improvement in real terms of the implementation of the training concept of the partnership between the clientele and the training institutions from the point of needs — determination to follow-up systems after re-entry.

The sub-issue of too many executive training programs over a limited clientele may be answered by the fact that first of all, executive development is a continuing process due to the rapidity of change in policy or as these in

themselves respond to the rapid economic, political and social changes. Secondly, there is much mobility in the management levels of both the public and the private sectors. And the need for executive training is always in demand, particularly among the disadvantaged agencies and local governments as well as the medium and small scale industries. Thirdly, saturated state of training cannot in reality exist in the same way as one would say that there cannot be a state of saturation in education due to the existence of so many schools and universities in any one country. A second issue might be on the manner in which institutions for executive training adopt strategies through their course of studies and their methodologies in carrying out the developmental aspect of their training programs. The six institutions described in the paper are all development oriented but have varied ways in which to instill the development orientation and sense of purpose in their participants. The questions are, is there a more effective way, and how?

Nonetheless, the merits of existing executive training programs may be determinable by the reputation they earn. Each is noted for its strengths and is patronized for the purpose for which it is better known. Reports of those who have attended them may possibly influence impressions about the program. The reputation established could similarly be affected by the prestige of the individuals who run them or are associated with their conduct. This is particularly true with programs that are offered for general patronage. It cannot be said however, that programs where admission is essentially mandated or prescribed by regulations, especially in government, have been indifferent to its obligation to clientele demands and expectations. Government-endorsed and supported executive training centers are singularly aware of the leadership role expected of them in adopting and pursuing programs that would purposefully respond to felt needs in managing the country's economic, social and political development.

Emerging issues are not by themselves very serious as to render executive training efforts worthless. For in the face of what many observe as growing proliferation, the fact remains that many belonging to disadvantaged organizations, be they government or private, have yet to avail of executive training opportunities. Similarly, of some concern is the recent practice in the automatic grant of privilege or rank for simply completing an executive training program and what apparently are viewed as among the adverse consequence thereof. Queries have similarly been raised about the value of executive training in stopping the tide of the incidence of wrongdoing among the ranks of executives both in the government and the private sector. These issues by themselves point to the need for a more serious review of the strengths and weaknesses of present endeavors in training administrators and executives at the higher levels. How this is to be pursued is an issue in itself.

The state of executive training in this country would doubtlessly improve if those institutions responsible for executive development coope-

rate with each other for the mutual benefit of all concerned. A great deal of benefits can be derived from such mutual cooperation.

For one thing, we could be better informed of what goes on in our respective academies. For another, we could compare notes on common problems and better learn through collective efforts, how best to deal with such problems which generally relate to professional and technical matters.

For instance, we could intelligently exchange experiences and ideas on strategies and techniques for more effectively translating development aims and processes into training concepts and strategies.

Such inter-institutional collaboration can open many more windows; unnecessary and ruinous duplication will be avoided and greater respect for our programs and more confidence in our capabilities as executive training institutions will thereby be gained.

These and many other such considerations impel us to recommend, and we do strongly recommend, that participating institutions such as those covered by this paper, particularly the heads thereof, come together on a plan for mutual cooperation.

#### Endnotes

<sup>1</sup>"The Beginnings," *DAP First Decade*, (DAP Press, 1983), p. 5.

<sup>2</sup>Inaugural Address, President Ferdinand E. Marcos, Tagaytay City, June 23, 1973.

<sup>3</sup>Perla Segovia and Heide Micu, "The State of Public Service" *Training Issues and Problems*, p. 32.