

# Experience on Curriculum Planning in Selected Philippine Public Enterprises

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*This is a study on curriculum planning and development in ten Philippine public enterprises representing sectors for economic development; infrastructure and utilities; tourism and social services; and professional/institutional development. It analyses some key aspects in curriculum planning and development, such as responsibility for curriculum planning, organization and mechanism, staff qualification, the process and methodology in planning the curriculum and implementation and evaluation of the curriculum. Problems cited are on curricular development and planning which include: differing perceptions of training needs, position descriptions that does not conform with actual functions, lack of appropriate reference materials, inadequate financial support for research, undermanned training staff, and lukewarm cooperation of line managers in curriculum planning and development. Against these problems, the following were recommended: 1) greater institutionalized participation by line managers in curriculum planning and development; 2) organizing under the Civil Service Commission a curriculum planning and development cooperation project; and 3) improving the pay or incentives for superior performance in the training curriculum development or research into and formulation of teaching/training materials.*

## Introduction

This paper on the experience of Philippine public enterprises on curriculum planning and development will hopefully serve as one of the bases in developing a useful guide on curriculum development. An effective organizational mechanism and process in planning and developing curriculum for training managers and technical staff is a key factor in any strategy for developing human resources in public enterprises.

While there had already been a previous comparative study on curricula for training public enterprise managers in developing countries, that study focused more on curricular content<sup>1</sup> and did not include an analysis of

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some of the key aspects in curriculum planning and development, such as responsibility for curriculum planning, organization and mechanism, staff qualification, the process and methodology at planning the curriculum, and implementation and evaluation of the curriculum. To highlight the dynamics of curriculum planning and implementation, a case study on a financial public enterprise, the Philippine National Bank was developed for this purpose by the Assistant Vice-President and Training Director of said bank.

It is our hope that this study on the key aspects and dynamics of curriculum planning experience in Philippine public enterprises will provide useful insights for curriculum planners and human resource managers in other countries.

Even before the February 1986 revolution which toppled the Marcos dictatorship, there had already been serious examination of public enterprises in view of its rapid growth (almost doubling from 120 in 1975 to 246 in 1984)<sup>2</sup> and the view that the public corporate form had increasingly become more expensive than regular government not only in terms of salaries (91% higher in 1979) but also in terms of subsidies received (16.2% of total government fund releases).<sup>3</sup> As a result of this examination, there had been plans towards privatization of particular enterprises acquired by public financial institutions. The current policy is to push divestment and privatization but at the same time strengthen those public enterprises which are deemed essential in providing vital services as well as in achieving development goals and strategies. Thus, improving public enterprises performance through a more effective human resource development assumes greater urgency in the Philippine situation. Curriculum planning is an important factor in developing effective training programs.

#### Sample of Public Enterprises

For this study, we have selected ten (10) public enterprises representing a cross section of various socio-economic sectors under which these public enterprises are classified. See Table 1 for the sample enterprises.

These public enterprises represent varying sizes of Philippine public enterprises in terms of assets and capitalization and number of personnel.

In terms of number of personnel, the National Power Corporation (NPC) is the biggest in the group with 11,000 members with nationwide operations. It has also the largest capitalization and sales among public enterprises. The Philippine National Bank with 6,000 employees represents the medium sized enterprise in the group, while the Philippine Convention Bureau is the smallest with only 125 employees, and also the youngest in the group — being less than ten years in existence.

**Table 1. — List of Sample Public Enterprises And Their Sectors**

<i>Names of Public Enterprises</i>	<i>Sectors Represented</i>
	<b>Economic Development:</b>
Philippine National Bank (PNB)	— financial sector
National Steel Company	— industrial development
Philippine Tobacco Administration (PTA)	— agricultural development
	<b>Infrastructure &amp; Utilities'</b>
National Power Corporation (NPC)	— energy/power
Metropolitan Waterworks and Sewerage System (MWSS)	— water
Metro Manila Transit Corporation (MMTC)	— transportation & communications
Philippine Air Lines (PAL)	— Tourism and Social Services
Philippine Convention Bureau (PCB)	
Philippine Service Academy (PSA)	— Professional/Institutional Development

### **Methodology**

A survey was initially conducted using a questionnaire. Training Staff occupying various levels in the hierarchy on the selected public enterprises were the respondents. A whole-day workshop was then organized for the clarification and discussion of major issues in curriculum planning and development being probed in the questionnaire. Some of those included in the survey were invited as participants. During the workshop, each participant presented a brief statement on curriculum planning, development and administration in his/her organization with the questionnaire as guide. After the forum, a workshop was held with the paper-writers as moderator-facilitators.

This paper was developed from the results of the survey questionnaire, the presentation and open forum and the workshop discussion. Additional interviews of key managers involved in curriculum planning and development were also made. Dr. de Guia of PNB (a workshop participant) was requested to write a full blown case study on curriculum planning by focusing on a specific curriculum planned and implemented at the PNB.

### **Some Key Features of Curriculum Planning In Selected Public Enterprises**

#### *Responsibilities for Curriculum Planning*

The staff of public enterprises who is involved in training on human

resource development invariably has responsibility for curriculum planning and development.

The responsibility is shared by all professional staff members starting from the training head, the supervisors, and the human specialists at the various levels of training. Curriculum planning and development for the more important programs or those involving the training of higher staff, are generally assigned to more senior training officers or human resource specialists, while the training of rank and file is generally left to the senior trainer or human resource officers. In the National Power Corporation, for example, curriculum planning and development for managerial and supervisory training is done by the chiefs of training sections or senior human resource specialists, themselves. Curriculum for specialized training along functional responsibilities of operations, particularly those involving the adoption of new policies, systems and procedures, however are developed largely by the officials of the functional group concerned. Thus, when a new accounting system and procedures were adopted by the corporation, the curriculum was designed by the accounting division of the controller's department. The human resource development officers (HRDOs) simply assisted in developing the process, designing the group dynamics component, and attending to the administrative requirements of the program including the preparation of audio-visual and reading materials. The HRDOs also served as program administrators with the accounting officials serving as resource persons.

Data gathering as inputs to curriculum planning is done by the training officers assigned to the particular program. In the Civil Service Academy, the head, and the senior training specialists develop the curriculum with the directions provided by a committee made up of representatives of various government agencies, which are being served by the Academy.

Generally, there is appreciation and recognition on the part of the training staff, however, line officials must share in the responsibility for curriculum planning, and for training programs involving their staff. Their actual participation in the curriculum planning however, may be best described as consultative. They are consulted on training requirements of their staff and they may review the draft curriculum as designed by the training staff. However, this rule is generally not institutionalized and the degree of consultation between the training staff and the line managers could be highly variable, depending upon the personal relationship involved, the perception of the training staff of the cooperativeness of the line officials and the degree of appreciation of the line officials of their roles and responsibility in the development and training of their staff.

It might also be interesting to note that to some extent, curriculum planning and training program administration, may be decentralized to the line group. This is true, at least in the case of Philippine Air Lines, where the training of cabin crews, flight stewardess, etc., are part of the line responsibility of the line operators and maintenance group.

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*Organization for Curriculum Planning and Development*

The location in the organization of the training staff which is primarily responsible for curriculum planning and development, and the position levels of the staff, indicate the importance which training in general and curriculum planning and development, in particular, is regarded by public enterprises in the Philippines.

The training staffs of public enterprises are generally part of the personnel group. In bigger or more progressive public enterprises, particularly the utilities, the training and development function has broken away from the traditional personnel functions such as recruitment, selection, compensation, etc. A separate group to perform these development functions has emerged, co-equal in rank with the group involved in the traditional personnel transactions. The new group has adopted the state-of-the-art nomenclature "Human Resources Development." Among the enterprises with this set-up are: the Metropolitan Waterworks and Sewerage System (MWSS), the National Power Corporation and the Philippine Air Lines (PAL). In the Philippine Air Lines and the National Power Corporation, the Human Resources group is headed by the Vice-President; in the MWSS, it is headed by a department manager.

In smaller enterprises, the training staffs have retained the traditional training nomenclature and are either division or section levels—the former being the smaller organizational unit of a department, and the latter, being subdivisions of a division. In the National Irrigation Administration (NIA) and the Philippine Coconut Authority (PCA), the training staffs are division levels; in even smaller enterprises like the Philippine Convention Bureau, the Metro Manila Transit Corporation and the Philippine Tobacco Administration, the training staff is a section level. An exception to this, however, is the Philippine Coconut Authority, which has adopted the fashionable human resources nomenclature for its training and development group and yet peg the group at the relatively low level of a division.

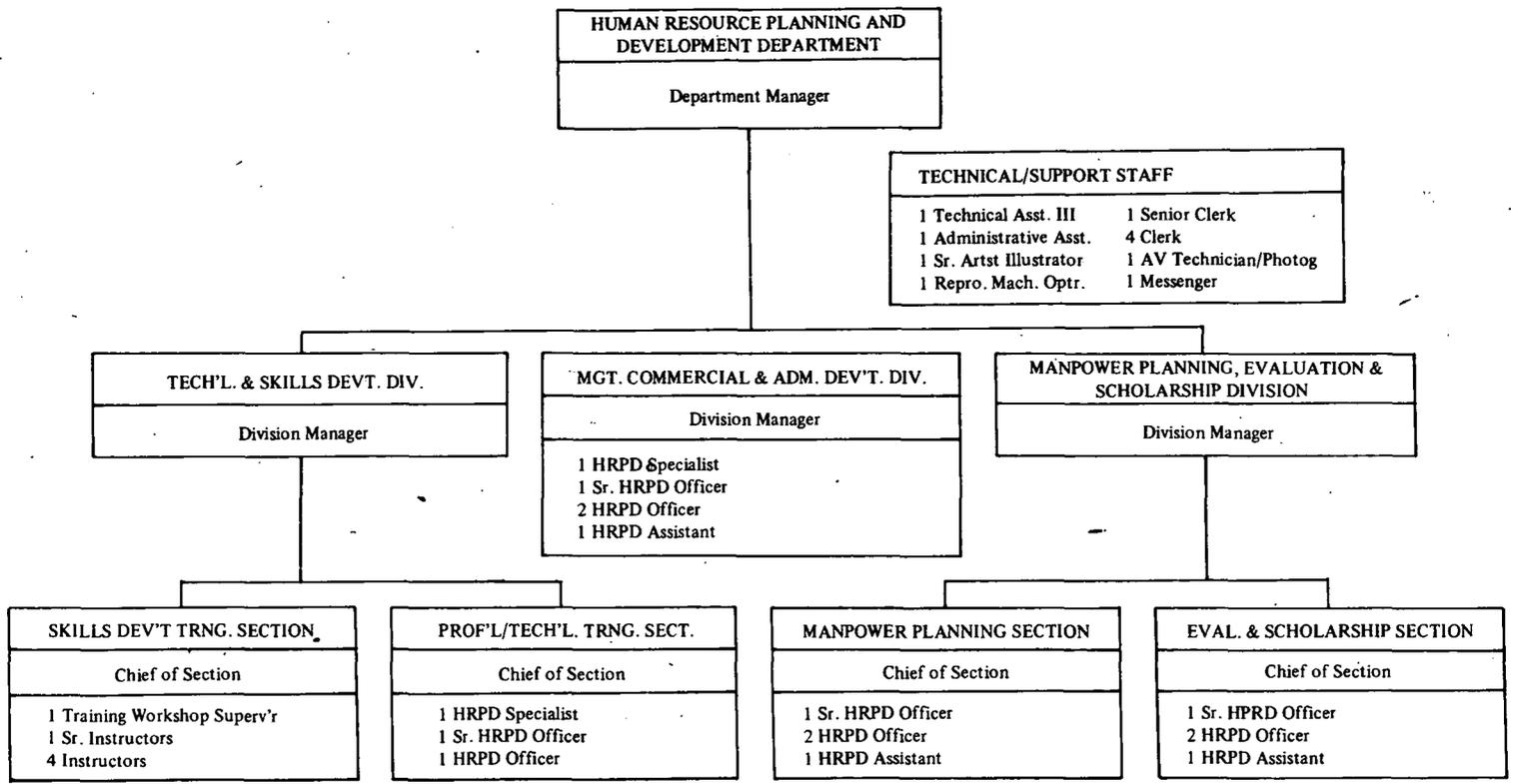
The three general types of organization for curriculum planning and development in public enterprises are illustrated in the succeeding charts. Chart 1 is a type of organization for curriculum planning of a big enterprise (MWSS), Chart 2 a medium-sized enterprise (NIA), and Chart 3 for a small public enterprise (PTA).

*Size and Qualification of Training Staff*

The size of the organizational unit involved in training and therefore, in curriculum planning, vary from one public enterprise to another. The size of staff is directly proportional to the size of the personnel force. The National Power Corporation with its more than 9,684 workforce has its Human Resource and Organizational Development Department composed

Chart 1

METROPOLITAN WATERWORKS AND SEWERAGE SYSTEM  
Human Resources Planning & Development Department



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Chart 2

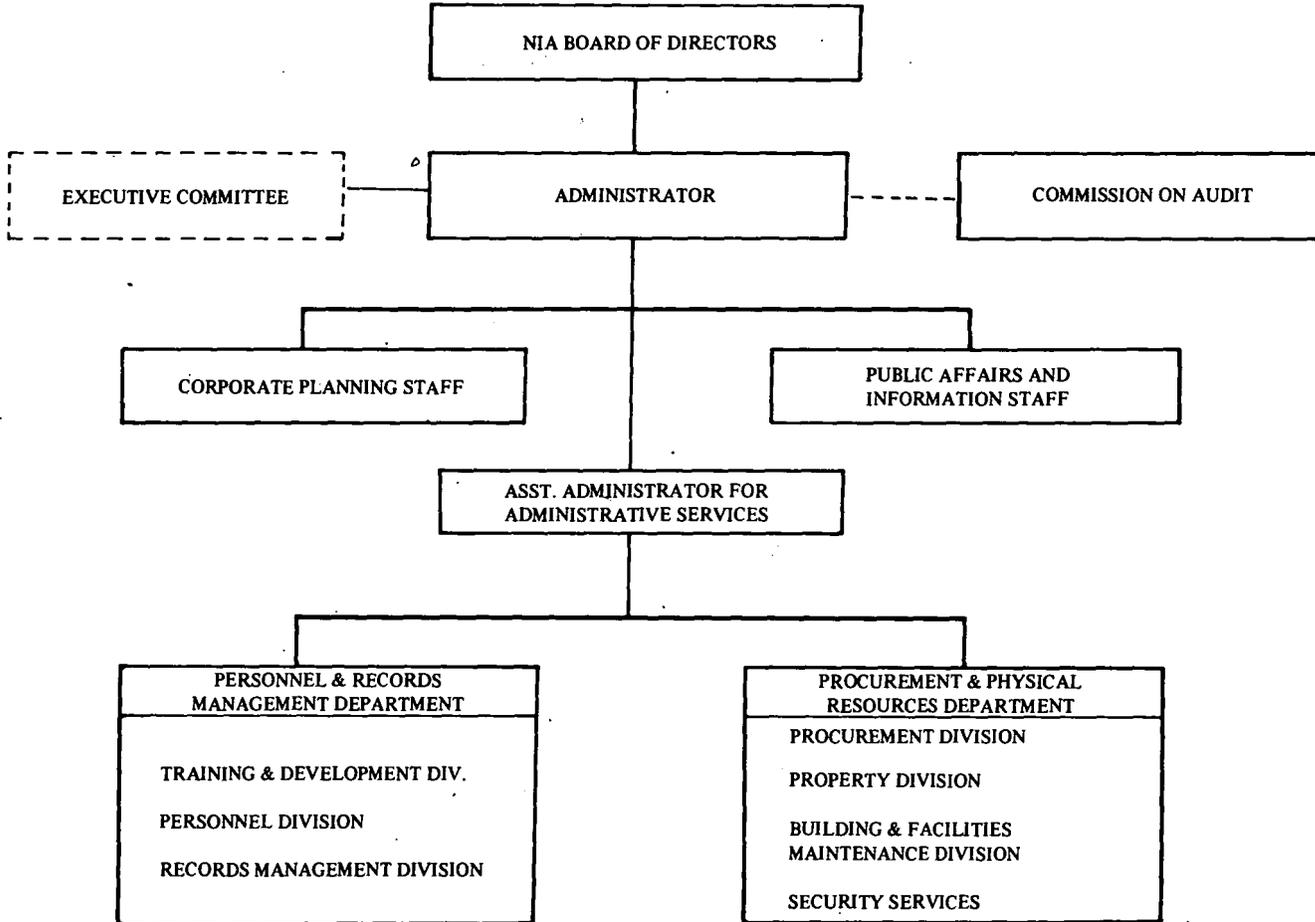
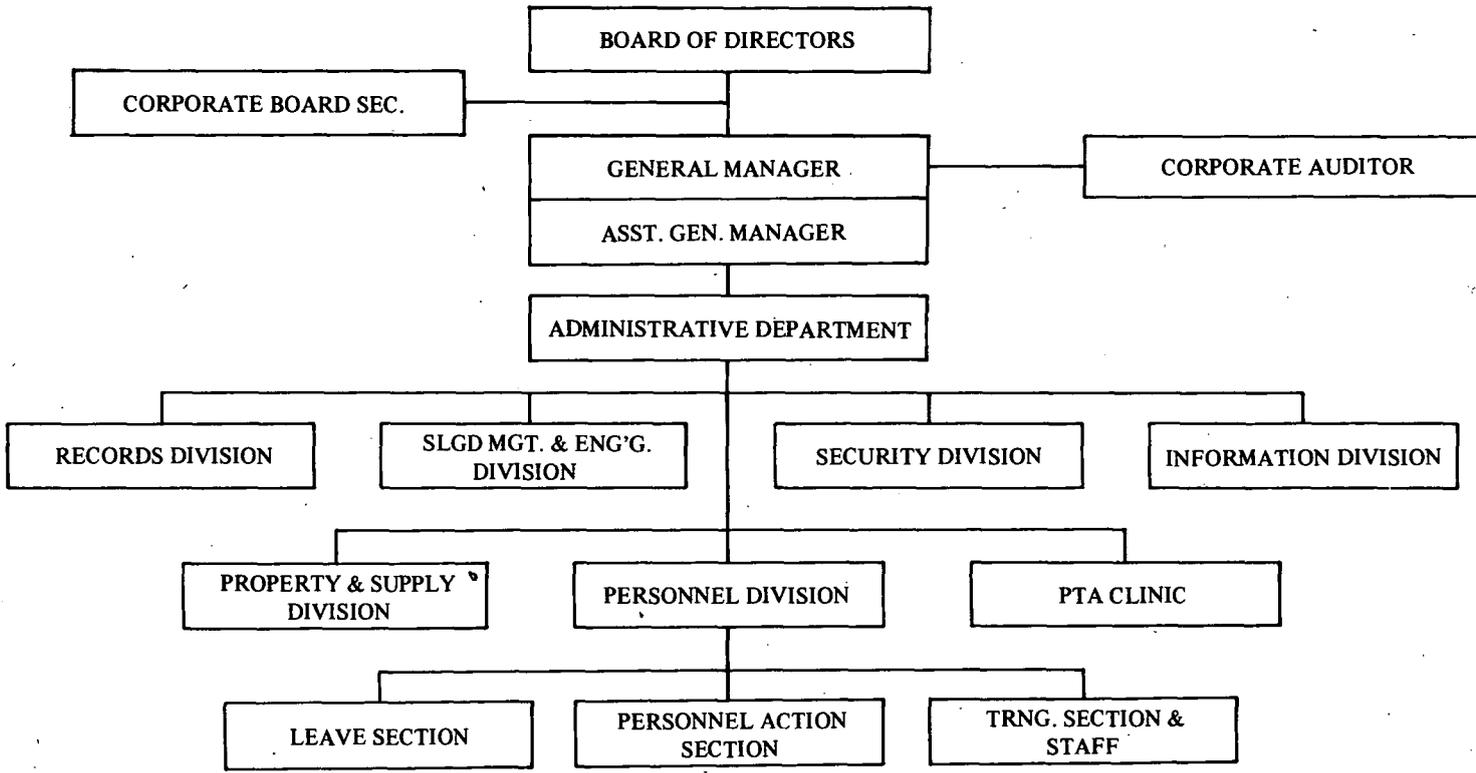


Chart 3

**PHILIPPINE TOBACCO ADMINISTRATION**  
Organizational Chart CY 1985



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of 61 personnel. Considering that 46 serve as trainers, regardless of their rank, the ratio would be 211 employees for every trainer. The Metropolitan Waterworks and Sewerage System has 44 personnel comprising its Human Resource Planning and Development Department, of which 28 are trainers. Against the 7,965 employees of the system, that would be a ratio of 284 employees for every trainer or instructor. The Philippine Tobacco Administration, with its 790 employees, has only 3 trainers, exactly the same size of the training staff of the Philippine Convention Bureau which has only 125 employees.

Moreover, in both cases, only one (1) of the three staff members is a training officer; the other two are assistants and a clerk. An even interesting case is the National Irrigation Administration which has 10,223 employees but only 12 training staff, of which only 9 are trainers. This means a ratio of one trainer for every 1,136 employees. The Civil Service Academy which serve all public enterprises has only 12 staff members.

The training staff involved in curriculum development are noted to have three different sets of position titles, namely, (1) human resource development specialists, or officers in public enterprises which have adopted the modern concept and nomenclature in their basic organization; these are, the National Power Corporation, the Metropolitan Waterworks and Sewerage System and the Philippine Coconut Authority; (2) training officers in those enterprises which have retained the traditional personnel training concept and form, namely the National Irrigation Administration, the Philippine Tobacco Administration and the Philippine Convention Bureau, and even the Civil Service Academy; and (3) instructors, in the unique case of the National Steel Company.

The training staff curriculum planners and developers are also categorized into senior specialists, senior officers, and junior officers (plainly called training officers, human resource development officer or instructor). While all the levels of the trainers are involved in curriculum planning and development, this hierarchy also provides a basis of assignments. In the National Power Corporation, for instance, the human resource specialists are generally assigned to the planning, development and administration of the organizational development (OD) interventions, of which training may just be a component. The senior human resource development officers (HRDOs) are generally assigned to curriculum design and administration of training programs for managers and supervisors and the junior HRDOs have responsibility for general administration training or training for the various occupational groups.

### *Qualifications*

Public enterprises in the Philippines generally have adopted similar minimum qualification requirements for their training staff, namely:

Baccalaureate degree in the social and behavioral sciences, specifically education or teachers' certificate, psychology, sociology or mass communications. Experience in teaching or training from three to five years is generally required for the specialists and senior officers.

Moreover, more than half of the public enterprises surveyed, especially the larger ones, require, in addition to basic minimum requirements, a masteral degree or some graduate units in either public or business administration, or the behavioral or social sciences. There are also large public enterprises which can afford to pay their human resource or training officers more. It has been noted by participants in the workshop and the respondents to the questionnaire, that even where only a baccalaureate degree is required for junior officers, those who are selected and appointed, often have higher qualification than required, perhaps a master's degree or some masteral units.

Two of the public enterprises have a training group specially handling technical development, quite apart from the group that handles staff development in general. In the National Power Corporation, the Technical Development and Training Division performs the planning, development and administration of training for technical persons like construction engineers, power plant operating and maintenance personnel, computer operators and the trades and crafts workers like mechanics, welders, linemen, etc. The training staff in this group, starting from the Division Manager to the Trainors or training specialists are licensed engineers with training and experience in the design and pedagogy of training or teaching. The technical development and training group in the Philippine Coconut Authority on the other hand, require their trainors to be agriculture graduates with postgraduate studies in adult education. Other public enterprises rely on external training for their technical personnel, and do not see the need for technical training group.

#### **The Process of Curriculum Planning in Selected Public Enterprises**

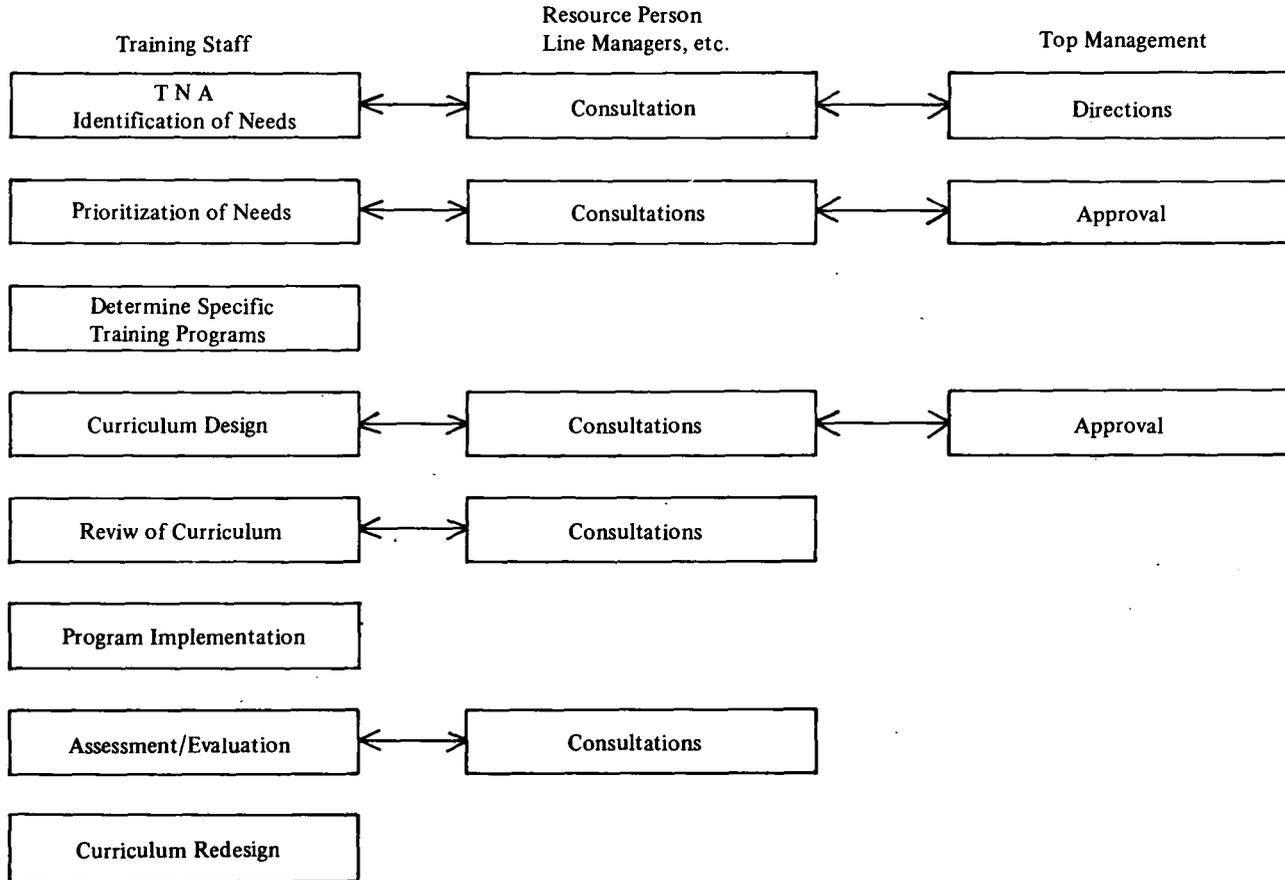
The process of curriculum planning and development varies in sophistication with each public enterprise. Generally however, it has the same participants, namely, the training staff as initiators, the line managers as resource persons, and top management officials as approving authority.

As described by the respondent officials of public enterprises, the process follows this general pattern. (See Chart 4.)

1. Identification of training and development needs;
2. Prioritization of these needs;

Chart 4

CURRICULUM PLANNING AND DEVELOPMENT



3. Determination of Specific Programs;
4. Design of the Curriculum;
5. Review of the Curriculum;
6. Program Implementation;
7. Assessment/Evaluation;
8. Curriculum re-design

### *Identification of Training and Development Needs*

The first stage in the process of curriculum planning invariably is the identification of development and training needs. Philippine public enterprises utilize various materials of needs analysis, among which are:

- a. review of goal objectives, development plans, policies and programs of the enterprise;
- b. survey of professional and personal development needs;
- c. interviews/consultations with line managers/resource persons;
- d. job analysis;
- e. review of performance appraisal reports;
- f. voluntary feedback by line manager/employees;
- g. organizational climate study;
- h. study of various human resource documents or reports;
- i. reports/evaluations of past trainings;
- j. assessment center reports

The list is simply a compilation of all methods of TNA being adopted at one time or another by public enterprises. Each public enterprise is observed to be utilizing one or more of these methods for designing any given training curriculum. It has been noted that the most commonly used is the consultation/interview with line managers or resource person because it is the most facetious and less time demanding. It is noteworthy to mention that only the National Power Corporation has extensively used the assess-

ment centers and the organizational climate study as inputs for curriculum design. The majority of the public enterprises find expedient and adequate the review of programs and projects and the review of past trainings and interviews and consultation with managers as bases of the TNA.

The survey questionnaire is noted to have been used occasionally and for long-range planning. In the specific case of the MWSS, its training program and the curriculum for each of these programs, have been planned and developed for the enterprise five years ago by a foreign consultant group as part of a loan agreement. The training staff therefore, simply had to implement the programs and the canned curriculum for another five years. In a sense, their role is limited to curriculum implementation, which involve only the adoption of improvements in the techniques on methodology of training based on their experiences during the implementation of these programs.

#### *Prioritization of Needs*

With many competing training needs to be served and the problem of limited budget and training staff, there is a need to establish priorities. Considering the overall requirements of the organization, what could effectively be done by training staff with the existing physical and other resources? The priority-setting exercise is done in consultation with the line managers, and the general directions of top management, because line managers could be myopic and could insist on the needs of the group as corporate priority. The training staff is expected, however to provide the initial prioritization for top management approval.

#### *Determination of Specific Programs*

The training need priorities are translated into specific training programs, generally with a broad set of objectives. The target client, in terms of positional or occupational — functional responsibility is defined. The resource persons to help in curriculum design may also be identified. Assignments of programs to individual trainers are then made.

#### *Design of the Curriculum*

It is at this stage that trainers actually begin their curriculum planning on their assigned programs or courses. The trainer formulates the program objectives, specifically defining the expected end results of such program.

Specifically, the items involved in designing the curriculum are:

- a. clear statement of program objectives;

- b. identification of target "warm bodies" as participants from among those in the positions or occupational group earlier determined;
- c. course and methodology;
- d. resource persons;
- e. physical facilities and audio-visual requirements; and
- f. training materials.

The level of specificity of the statement of objectives vary with the public enterprise. In the case of National Power Corporation and the Civil Service Academy, the broad objectives are further translated into specific objectives which are intended to be measurable or easily testable after completion of the program. When the targetted number of trainees is large, a further prioritization of target groups is made. In the National Power Corporation, for example, when the training on employee conduct and discipline was planned and the target participants was identified to be "all employees," the power plant operating personnel was considered priority because of the direct input of the training on the safety of the plant. Even their member is so large that a second stage prioritization had to be established. The main criterion adopted was which power plant personnel needed the training most? Based on a number of cases of breach of discipline, number of new employees and relative importance of the plants to the effectiveness of the power grid, a decision was made in favor of having the training for certain power plants ahead of the others.

### *Course Content and Methodology*

These two items are extricably treated together by curriculum planners for their interdependency on one another in achieving desired results. Strictly-speaking, together, they form the essence of a training curriculum. It is this step in the process of curriculum planning and development, that the training staffs are left pretty much to their own devices in deciding what specific subject shall make up the course; how much time to be allocated to each subject so that it could be effectively taught or put across to the participants, and what training books and techniques to use. In responding to these issues, some public enterprises find it necessary to study the profile of the target participant-warm bodies, i.e., their ages, educational background and experience and the detailed analysis of their jobs.

Most curriculum planners enhance their capacity for planning or goal curriculum by reviewing existing literature on the subject, studying existing courses offered by other public enterprises which are of similar nature and consulting experts from within and outside the public enterprise.

The lecture-discussion appears to be the easiest and the most popularly used method of instruction. Group dynamics is now increasingly being adopted for the "unfreezing" and "refreezing" portions of the course. In the NPC, the video tape recorder (VTR) has been found to be a very effective medium of training. Case studies and role-playing exercises are used but very minimal and the cases being used are largely still foreign-made.

It is the general tendency of public enterprises now to rely on internal resources for their training program because of the highly specialized nature of jobs in these enterprises. Line managers are being made to actively participate in the actual conduct of the training either as resource person-lecturer, case discussant or critic. There are advantages and disadvantages to this arrangement. Some participants become inhibited in the presence of the supervisors. The situation, however provides some "reality" to the training situation. It also enables line managers to appreciate the training and development function and their roles in the process. More and more, the training staff have also become reliant on the internal resource persons due to financial constraints. The Civil Service Academy's clients which are all public enterprises, however, must of necessity rely more and more on resource persons from other public and private enterprises, for its program to be pragmatic and credible.

Many courses in public enterprises are divided into several modules. Each module is generally designed to achieve certain clearly defined objectives. Among the training staff, distribution of assignments is also by modules with one or a team responsible for developing a module. Coordination meetings are scheduled to ensure the integration of modules and prevent overlapping of concerns.

### *Physical Facilities*

Of the public enterprise surveyed, only four have their own training centers. These are the Philippine Air Lines (PAL), the National Power Corporation (NPC), the National Steel Corporation (NSC) and the Philippine National Bank (PNB). Even the Civil Service Academy uses the facilities of the Development Academy of the Philippines for the conduct of the Executive Leadership and Management Programs and other courses for public enterprises. Teaching and training rooms and equipments are basically for classroom type of training.

### *Review of Curriculum*

The draft curriculum is reviewed by the head of the training staff and undergoes revisions as may be required. In most cases, the reviewed curriculum in semi-final form is presented to highest officials of the Human Resources or Personnel group — the department manager or the Vice-President as the case may be. This is the final phase before program implementa-

tion. In some cases, the head of the human resources group or personnel department, in making the final review of the curriculum, invites officials of his rank, but belonging to the other functional groups. If the course is of such significance or has been directed by top management, then the final review of the curriculum for such program or course is done by top management body. In the National Power Corporation, such a program or course curriculum is submitted for final review by the Executive Committee<sup>4</sup>, the highest policy and decision-making body in the corporation. It might also be mentioned that courses or training programs of corporate significance, are generally also presented to all department managers in the corporation, in a management convocation called for the purpose. The objective is to secure further improvements from the body, and to get the commitment of every line managers to support the program.

In the National Steel Corporation, the Board of Trustees of the Training and Development Center reviews the curriculum before it is implemented. In the Metro Manila Transit Corporation, the General Manager makes the final review of the courses including those for the drivers and conductresses, with the help of the Operations Manager. In the other enterprises, the final review is made by the Deputy Manager or Deputy Director or for these two high officials by the Administrative Manager. In the MWSS, only the area or department manager concerned makes the final review before implementation of a training curriculum. Implementation of the training program however, invariably resides in the head of the public enterprise who are titled differently, i.e., President as in NPC and PAL and General Manager or Administrator as in NSC and NIA respectively.

### *Implementation of the Curriculum and Evaluation*

In all public enterprises, it is the curriculum designers who implement the training programs themselves. Generally, the team-building workshop and other supportive groups perform the dynamic portions of the program. Experts from the enterprise and other agencies or the academe, are invited to serve as main resource persons. Evaluation of the curriculum is done by the training staff themselves, while the design of the evaluation is also developed by the same group but during the curriculum planning process itself.

Evaluation takes the following forms:

1. questionnaires, generally on the reaction of participants to the aspects of the program, e.g. the course content, the methodologies used, the effectiveness of resource persons, the duration, the administrative arrangements, etc.;
2. written examinations at certain periods of the training and after the training;

3. observation of participants' cognitive, behavioral reactions during the training, on the content, methodology and resource persons.

The reactive evaluation is done by all enterprises during or immediately after the training. No follow-ups are made except in National Steel Corporation, National Irrigation Administration, National Power Corporation and the Civil Service Academy where attempts are made to get feedback from the participants and their immediate superiors after 6 months of the training. The feedback information is used in re-planning the curriculum or feedback to the training needs analysis functions. In the Civil Service Academy, one expert evaluator is assigned to the specific program and stays with the participants throughout the duration of the training. He/she submits her independent report to the Civil Service Academy Director. Reports of the training including the evaluation are then submitted by the training staff to the head of training for endorsement to the head or deputy head, whoever initially approves the training program.

In the Philippine Air Lines, a separate group, the Research and Information Training Services Section of the Administration Group designs the evaluation instruments. The training staff however, administers the evaluation instruments and submits the results in the research group. It is also the research group that interprets and writes the evaluation report which is submitted to the head of the training division.

The results of the evaluation are used in reviewing/redesigning the subsequent programs.

### *Problems in Curriculum Planning and Development*

The public enterprises surveyed cited the following as problems or constraints in curriculum planning and development:

1. *Differing Perceptions of Training Needs.* The line managers, the individual employees and the training staff sometimes have differing perceptions of training needs and therefore, may hold different views about how these needs may be addressed in a training curriculum. The Metropolitan Waterworks and Sewerage System particularly considered this a problem. It was agreed however, by the other enterprises, that these differences are often reconciled after a thorough discussion in a face to face meeting of the people involved. Still, the public enterprises, cited the need for more scientific approaches to training needs analysis.

2. *Position Description Not Conforming With Actual Functions.* This is a common problem not only in public enterprises but in government ministries as well. An example would be in MWSS where some employees who carry the appointments of line maintenance were found to be performing non-linemen functions, i.e., some were performing clerical functions, others were in operations. The curriculum being intended for those performing line

maintenance functions, the trainers, had to individually screen the participants.

It was agreed by the public enterprise representatives in the workshop that this problem is not too pervasive as to be unmanageable. Nevertheless, it simply suggests that the effectiveness of a curriculum should be complemented by a careful selection of participants to ensure beneficial results from the training.

*3. Lack of Appropriate References Materials.* Trainors feel this need in light of the inadequate funds available for books, periodicals and other references which they would use in planning the curriculum, and which would also be used by trainees as references. The dearth of local materials in particular, is considered to affect adversely a more improved planning and development of training curricula. There is a lack of financial support for the development of these local materials.

*4. Inadequate Financial Support for Research.* The Civil Service Academy believes it has to pursue more research in curriculum planning and evaluation but does not have the fund to do this. The same problem is felt by public enterprises.

*5. Undermanned Training Staff.* At least two public enterprises of the ten included in the study express their need for more trainers. The need to improve the capability of even the present corps of trainees for curriculum planning and development was also expressed. More resourcefulness and innovations are needed.

*6. Lukewarm Cooperation of Line Managers in Curriculum Planning and Development.* It is a given fact that line managers are vital resources to the training staff in the assessment of training needs as well as to translating these needs into a training curriculum. The general attitude of most line managers however is that these functions are the responsibility of the training staff. They do not, therefore, give enough time nor effort to the interviews and discussions with the training staff on the need analysis. Even less interest is shown in reviewing the curriculum designed by the training staff, again on the claim that this is the responsibility of the human resources or training group.

*7. Little Initiative of Training Staff in Improving the Existing Curriculum.* Unless instructed, or unless feedback is received from either the participants or their superiors, the training staff are inclined to just conducting a repeat of the same training curricula. There should be developed in the training specialist a motivation for constantly improving their product, creating new approaches and materials. Perhaps this is due to the often miserly pay given to trainors or the lack of attractive incentives, either in the form of rewards or developmental opportunities, to performing trainors

or outstanding curriculum planners. There is very little opportunity at present for trainers to be trained further both locally and abroad. There is also limited career opportunities for the training staff. "Once in training, always in training."

### *Some Recommendations on Curriculum Planning and Development*

1. Establish greater institutionalized participation by line managers in the curriculum planning and development effort by creating curriculum planning and development committees with them as members. By formalizing their participation and organizing regular meetings with them, line managers will now assume their rightful role in the responsibility of their staff.

This organizational set-up will also provide an opportunity for improving the integration between curriculum development and the other personnel functions like selection, discipline, performance evaluation and job analysis for the mutual enhancement of the training curriculum on one hand and the personnel systems on the other.

2. Under the leadership of the Civil Service Commission, a Curriculum Planning and Development Cooperation Project might be organized with public enterprise representatives as members.

This group will collaborate on a program of exchange of curriculum, experiences and even collaborate on research and materials development projects.

An institutional link-up could then be made with foreign institutions or organizations which can be drawn to participate or assist in the project.

3. Improving the pay or the incentives for superior performance in the training curriculum development or research and formulation of teaching/training materials.

### Endnotes

<sup>1</sup>Gabriel U. Iglesias, Sushil Chandra and Melito Salazar, Jr. (eds.), *Training Public Enterprise Managers: Curricula and Country Studies* (Kuala Lumpur: Asian and Pacific Development Centre, 1980).

<sup>2</sup>Commission on Audit, *1984 Annual Financial Audit* (Metro Manila) p. 6.

<sup>3</sup>Special Presidential Reorganization Committee, *Recommendations on Government Corporations* (September 2, 1981) p. 1.

<sup>4</sup>The Executive Committee is composed of the President, Senior Vice-Presidents, and Vice-Presidents.