

# **THE VOLOSO HUMAN RESOURCE MANAGEMENT MODEL IN HIGHER INSTITUTIONS: UTILIZING NARRATIVE INQUIRY ANALYSIS**

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## **Abstract**

In order to strengthen and improve the human resource functions of Eastern Samar State University (ESSU), the research utilized a Narrative Inquiry Approach based on the methodologies and suggestions of Labov (1972). Results utilizing the narrated stories of the respondents from various departments geared towards six-vital and prominent themes that revolve the organizational culture of The University: (1) When I decide, my decision are sometimes not my own; (2) My University, My Family, My Friends; (3) I will wait for my time to shine;(4) They trust me, that is why I have a lot of functions; and (5) The good future waits with ISO or Bakdaw Human Resource for PRIME-HRM. These themes then generated a narrative re-story-telling titled: “The Hope on ISO”. In turn it was used to develop a Human Resource Model utilized by The University to symbolize success and improvements for the benefit of the university, the workforce and the clientele that they serve.

**KEYWORDS:** Labov’s Narrative Inquiry Approach; Human Resource Modeling; Organizational Culture; Higher Education Institutions;

## **INTRODUCTION**

Organizational culture has been defined in many disciplines and can be described “as a system of shared assumptions, values, and beliefs, which governs how people behave in organizations.” Brown (2004) described it as “they do what they do and say what they say because that is the way things are commonly done or said.”

Increasingly, organizational culture is linked to training effectiveness, but the influence of culture has been virtually ignored (Palthe & Kossek, 2003). On the other hand, Vasyakin, Ivleva, Pozharskaya and Shcherbakova (2016) also had perceived and published that “one of the key components of the modern socio-cultural space is organizational culture.

Harris and Ogbonna (2011) also discusses that organizational culture “can also be supported that organizational culture may also affects community members not so much through red-tape procedures, as through normative control.” At the same time, Schein (2010) and Howell et al. (2012) also support the particular ways in which organizational culture affects corporate workforces as members of a specific community. In turn also include the effect; “it may cause on their work attitude, their sense of obligation and responsibility towards their colleagues and the entire organization”.

Since organizational culture is heavily influenced by various factors due to personality and working styles of the people within the organization, it does heavily also affect the human resource functioning and protocol as observed.

In the current implementation of the Philippine’s Civil Service Commission, it has been promulgated and implemented that there is a need to improve the human resource structure and function of every government agency. The commission has created a strategy as dubbed to PRIME-HRM (Program to Institutionalize Meritocracy and Excellence in Human Resource Management) this was created in 2012 and being cascaded down to all government agency starting 2014 and had faced several revisions and realignment of several key points of the strategy. PRIME-HRM, on its sixth year of implementation was finalized and again cascaded to all sectors of the government. This has several benchmarks that categorize the levels of functionality and optimization of the human resource office of each government agency.

With the impacts of school practices and policies, and the people’s behavior, beliefs and values on the shaping of organizational culture this study explored the stories of the participants about the organizational culture of the Eastern Samar State University (ESSU) specifically in the context and elements of Human Resource Management in 2018.

Furthermore, this study aimed to address the following objectives:

1. To describe the organizational culture of THE UNIVERSITY from the narrated stories of the leaders, faculty members and non-teaching employees;
2. To determine the relevance of organizational culture of THE UNIVERSITY to human resource management practices or vice versa; and
3. To design a human resource management model based from the results of the study.

### **Review of Literature**

There are multitudes of authors that create various organizational culture definitions today. They can be all be varied and be different to each perspective and industries but not contradictory, whilst many of which support each other. One of which was suggested by Dubkēvičs (2009), on which he suggests that, “Organizational culture is associated with behavior (also leadership style), language, rituals, ceremonies, myths, heroes, etc.”

Deal and Kennedy (2002), also distinguishes the relationship between culture and organizational excellent performances via its human resource development programs, they suggest that, “these cultural values and human resource development programs are consistent with organizational chosen strategies that led to successful organizations”.

Conferring to Martins and Terblanche (2003), organizational culture is deeply linked with “values and beliefs” shared by personnel in an organization.

Schein (2004) has a distinct and actuarially-defined organizational culture as a, “dynamic force within the organization which is revolving, engaging and interactive and it is shaped up by the employees and management gestures, behaviors and attitudes”.

On the other hand, Schneider and Smith (2004) also argues that “culture begins with ‘leadership and passed on to the organizational members’; furthermore, it has been seen as a set of forces that shape and determine human behavior”. The culture and systems of a corporate, an association, and an organization is transported about as a result of diverse features and influences or factors that some of which include the influential methodologies of “national culture, previous events in the organization, the different personalities and the socialization individual members”. Schneider and Smith (2004) further support that, “organization’s beliefs characterize the individual’s perceptions of reality”. Organizations may differ in their cultural content and outlooks in terms of the following: “relative ordering of beliefs”, “values and assumptions”.

### **Organizational Culture and Human Resource Management**

Several research results demonstrate the importance of the congruence between “the values of the individual” and “the values and culture of the organization”. The importance of “recruiting for culture fit” cannot be overemphasized since of its influence on making decent recruitment pronouncements as “supported by the impact of poor culture fit decisions”. It benefits to decrease “absenteeism and turnover”. Also, evaluating for fit helps the governments increase “employee satisfaction and morale”, which primes to “better performance and productivity”. Motivated employees are more likely to take safekeeping of their own “presentation, seek ways to improve processes, products and services and contribute positively to their organization’s bottom line success”. Because job dissatisfaction is the leading cause of “voluntary turnover and is directly linked to lower productivity and morale”. It makes sense to consider and assess for “fit during the recruitment process”. Thus, this highlights the position of “values and values integration” throughout the recruitment process is unavoidable and imminent.

Adewale & Anthonia (2013) discusses a higher perspective regarding the variations on organizational culture and how it can also affect the “recruitment and selection activities of an organization”. These varieties improve since “good behavior is driven by ethical values”.

According to Moon (n.d.) it was highly highlighted that: “Human Resource provides the organization with effective means of facilitating an organizational culture, Human Resource practices like on-going training, creating continuous communication channels, involving employees, establishing clear goals, creating a fair reward system, developing employees and flattening the organizational structures are all ways through which desired organizational culture could be promoted.”

According to Reddy (2014) on his focused research in the Human Resource Management, “it seems that human resource management has emerged and evolved as one of the most important areas of organizational science and practice. It has not been developed in isolation, but rather in the context of industrial change and economic development.”

According to Prashanthi (2013), “we need to ensure that the human resource requirements of an organization are identified and plans are made for satisfying those requirements.”

Rafiei & Davari (2015) highlights that, “the practices and philosophy of Human Resource Management are perpetuated by managers who are encouraged to follow the role model of their seniors. In the process of organization socialization, they internalize the values and attitudes of their leaders. The entire process is thus institutionalized.” In a general viewpoint on human resource management has been described as: “broad and strategic; involving all managerial personnel; regarding employees as the single most important organizational asset; being proactive in its responsibilities; and having the objective of enhancing organizational performance and meeting employee needs.”

Singh (2010), revealed that, “self-realization and inventive values as the highest form of work values in Indian culture”, on which, “organizations appreciate corporate core values of self-realization and inventive values as they encourage and recognize innovation, creativity and achievement.” The presupposition is that, “more operative systems of human resource management practices, which concurrently exploit the potential for complementarity or collaborations with organizational culture, lead to better performance and enhanced effectiveness”. Unfortunately, it was also observed and realized that Indian organizations are highly woven in the Indian culture, which influences and is influenced by the following factors: “economic, political and social factors, and is also subjected to global business influences”.

Bersin, (2014) argues as follows, “an organization can change its culture through its recruitment strategy of replacing managers with those from outside, restructuring the organization, downsizing the workforce, training programs, new reward strategies and performance management to alter employee behaviors or reinforce emergent ones.” It was also observed that, “after the economic liberalization, Indian organizations were under pressure to change from low-cost, indigenous, less efficient and outdated technology to high-cost modern technology and prepare people to use it”. Furthermore, upon resulted of the said exploration, “this was done to progress and preserve their competitive edge in the larger business environment. The potential value of the employees is to be amplified by communally enhancing and linking their: “skills and capabilities in tune with the contemporary requirements of the market, and to be faster than the competitors”. The achievement of the human resource management will be determined by its ability to “harness the intelligence and spirit of people by creating a learning climate”. “Indian organizations normally direct their human resource management efforts towards the development of competencies, culture and effectiveness among employees individually or in groups”, as further exemplified and discussed by Singh (2003).

According to Vermeeren, et al. (2014) in their discussions, it was revealed that, “organizations may use many mechanisms to achieve their human resource management goals as without competent and committed employees, an organization can achieve very little even it has excellent technological and other resources at its command”. Such proclamation gains better reliability in the context of emerging countries like India, that is, typically in early growth stages in terms of economic development and growing more rapidly than the traditional developed economies such as of: “Japan, North America and Europe. This also includes most South East Asian, South Asian and some Latin American countries.”. In addition to such revelation, Vermeeren, et al., also saw that, “selection in organizations is based on non-job-related criteria like: “attractiveness, goal orientation, and interpersonal skills: a general lack of concern for value congruence”. The dominant emphasis has been on the universal practice of identifying and improving on existing performance strategies. This practice would require “a complete reversal where congruencies of values should find a place in selection and training”. Only then would it be imaginable to attain networks with the values of the wider socio-cultural context in India. In order to make an organization effective, “the values of the society and the cultural milieu should be synthesized with those of the organization and its functioning”.

Fombrun, Tichy, and Devanna (2004) further expanded these premises and developed the model of SHRM, which emphasizes “a ‘tight fit’ between the organizational strategy, organizational structure and HR system. Political, economic and cultural forces are responsible for an organization’s mission and strategy”. This explains these causal relations, which form the ‘tight fit’: “between strategy, organization structure and HR policies and practices; on the basis of mission and strategy, the shape of organization is structured, i.e., people are organized to carry out different tasks to achieve the organization’s mission.”. They recommend that a number of internal factors such as the following: “organizational culture, structure (positioning of human resource), leadership, level of technology employed and business output directly contribute to forming the contents of human resource management”. Human Resource

Management could be seen as, “a menu of strategic choices to be made by human resource executives in order to promote the most effective ‘role behaviors’ that are consistent with the organization’s strategy and aligned with each other”. Such presentation on the school human resource model is a stepping stone and a vital core presentation of the existence and exigencies of various models that would start to form a structure that would also affect the corporation and business model on creating an effective and performed organizational culture that is based on the lexicons that make up the higher education institution or academia.

The study of Adewale & Anthonia (2013) suggested that, “there is close relationship between: recruitment process and organizational culture (belief, value, and practice)”. This also has an involved implication, “of this for managers or recruiter’s agency is that recruitment process being the first point of interaction between the organization and the prospective employees”, this also could later provide a servitude as the: “right avenue to disseminate vital information about the organization to the job seekers. Further, this will enhance the alignment of intending employees with the organizational belief, value, and practices, which attempt to ensure a proper match. Thereby accelerating human capital development within the organization, which tends to reduce labor turnover.” In the same vein, the suggestion that exists between: “training programs and organizational value, belief, and practice implies that management or decision makers in institutions should endeavor to incorporate their belief, value and practices in the training and development program designed for the employees”. In addition, Adewale & Anthonia, “this will further sustain organizational culture and help employees (new or old) adapt to organization’s culture. Thus, being familiar with the administrative culture: “values, beliefs, and practices”; that will help the workforce further understand organizational events, thereby serving them to get along with the task at hand rather than wasting time trying to figure out what is expected of them.”

### **Research Design**

This study employed the qualitative approach utilizing the narrative inquiry research design to unveil the organizational culture of the institution through the narrative accounts of the managers and employees of ESSU.

### **Research Environment**

ESSU is the research locale of this study, referred to as THE UNIVERSITY in this paper. This institution is located in the Eastern Visayas Region of the Philippines. ESSU has six campuses along slide in the Eastern Samar Island. However, of the six campuses of THE UNIVERSITY only the main campus will be the research locale of this study. Primarily, THE UNIVERSITY, as the main campus, is the central of all organizational work, decision making, operational serves and central hub for all staff employed in THE UNIVERSITY.

### **Research Participants**

The researcher intentionally selected individuals to learn and explore the central phenomenon to select the most unique and can give relevant and unique information about the phenomenon under study. This study used these criteria in selecting the participants:

1. Must be a regular employee of the institution (also known as, *plantilla staff*), either male or female, with at least five years’ experience;
2. The deans and the school administrators must have been in their position for at least three years; and
3. There must be willingness to participate in the study.

The number of participants for each group (school administrators, deans of the colleges, teaching staff and non-teaching staff) was determined once saturation point is reached and/or once the culture of the organization is clearly revealed from the stories of the participants.

### **Research Instruments**

The main research instrument in this study is the researcher who conducted the interview and listens to the oral stories of the participants or read the written narrations. However, in order to avoid bias responses and “halo effect”, the researcher employed expert and seasoned interviewers that acted as conduit and bridge in the terms of data collection. The interviewers are researchers and experienced in the fields of organizational culture and human resource modeling. The interviewers were guided by the interview guide with three phases: the engagement questions, the exploratory questions, and the exit questions to address the research questions or statement of the problems of the study. The sets of questions solicited the stories of the experiences of the participants of the study on the organizational culture in ESSU.

### Data Analysis

The data analysis used in this study is based on Labov (1972) methodology on narrative inquiry. Labov suggested “to describe the units that emerge in the course of narrative cohesion-building in terms of elements that ultimately result in some structural whole, the emergent whole is more than its linguistic components.” This also means that, the emerging themes are as much products and consequences of bottom-up construction processes or deductive inquiry of information, as they are reflections of an overall structure that organizes its components from the top to the bottom. Typically, this top-down kind of process is considered of in terms of conceptual units of the narrator that have their origins in short stories in turn converted to information or data necessary to construct a bigger picture. They are units that speakers and story comprehensions bring to the story telling situation as templates or modules in order to embed or make fit the story particulars as a mold of information to be shaped upon.

### Results and Discussion

#### Emerging Themes from the Re-storying

The following statements discusses the various themes that were generated though the interwoven stories of the research participants with their recounted stories.

“... *when I decide, my decisions are some are not my own...*”: This is a double-edged theme in the recounted stories of the participants, thus it can be both a positive and negative story for them. SO 3 and NT 2 mentioned that opinions from the younger generations were not taken and considered since it is the senior most generation had the shots thus they have to wait for their turn.

On the other hand, it was also a positive note that mentioned that decisions of the executive committee was not solely done by the university president, it’s done by consultation, on which ideas were pooled in and being consulted to the members of the management team, as relayed by SO 1, 2 and 3.

“... *my University, my family, my friend...*”: Almost all the participants were hired because of a significant relationship who is working at the university usually the parents, siblings, other relatives or friends. It was easy for them to apply and were confident enough to be hired not because of the friends, relatives or family member but because they were also qualified for the position. Only PR 4 and NT 2 were not able to mention that they were hired through significant relationship, but through merit and newly opened positions in THE UNIVERSITY

During celebrations especially Christmas parties, it seems a family day since one group would include the parents, the siblings, the nieces or nephews and even grandchildren. SO 2 in recent years lead this activity as assigned.

“... *I will wait for my time to shine...*”: SO 2, SO 3, PR 3 and NT 2 evidently had narrated various ideas that would significantly improve working relations and conditions of THE UNIVERSITY. However, several factors such as management support and approvals were not highly evident and was indirectly being quoted to “wait for their right time”. In addition, colleagues also tease them that they are “not the executives of THE UNIVERSITY” thus provided a low boost on the morale and participation that they wanted to happen in THE UNIVERSITY.

“... *they trust me, that is why I have a lot of functions...*”: The government usually enjoys assigning additional workload to their workforce. Usually, this is taken as honor by designation, on which it is given to the worker as a new designation or “add-on tasks” with or without return of the pay. SO 1, SO 3, PR 3, PR 4 and NT 2 had been very evident on this narrated story.

“... *The good future awaits with the ISO...*” and “... *bakdaw HR for PRIME-HRM accreditation...*”: All of the participants identified that ISO and improvement in the HR System will significant working relations and conditions of the workers in THE UNIVERSITY. it was also evident that ISO and PRIME-HRM was separately identified on which, ISO is an upcoming event and it was a whim of the participants to improve the human resource services of THE UNIVERSITY.

#### The Rationale

Primarily, as resulted in this study, there a changing nature of **human resources, as a model for multiple roles**. Organizational change is one of the riskiest, most earth-shaking things any organization will be experiencing, and on the path of success there is a need to gamble various elements that governs tradition and modernization. Such action is a radical move, but often it is on way to either total success or total downfall. Since there is a great movement of standardization, in order to be effective, the human resources try to be a proactive and catalyst for change within the organization.

There is also a sense of being **Quantitative to Qualitative** outtakes. Since standardization and involvement is being already instigated, slowly there is a shift of “for compliance only” to a more dynamic and responsive output and impact leveling amongst the key actors of the organization. This was starting to be evident when they started perform researches and extension projects that are not just because it is a compliance but a need to address and a motivation for the organization in order to be a better functional intuition for learning. In this transition time, the figures (quantitative) is not just translated to completion, but an expression (quantitative) achievement that upholds the value of excellence that is being philosophized by the university.

Speaking of valued paced work there are also: **Policing to Partnering** and **Reactive to Proactive** attitudes. There is a primary question always in any given situation, “what are the rules are for?” This question has always been a partying dilemma in any situation may it be personal to organizational. Many supervisors enjoy doing policing and reactive motives to their supervisees, as a usual reply, the supervisors are the “all-seeing-eye” or commonly called as “fault finders”. Such attitude of policing or playing the role of robot-cop is very crucial, as it reflects feelings of insecurity and fault-finding is also on the terms of questioning every action and emits the possibility of finding a good strategy. Thus, at the end many subordinates tend to react and retaliate in a response.

On the modern age, were positive reinforcement is highly being inculcated to the minds of the learners and professionals, thus partnering and proactive attitude is highly encouraged. According to Seligman (2012), father of positive psychology, he theorize that in order to reconcile two conflicting views of human happiness, the individualistic approach, which emphasizes that we should take care of ourselves and nurture our own strengths, and the altruistic approach, which tends to downplay individuality and emphasizes sacrifice for the greater purpose, must be given a way to balance both personal and environmental factors in life. Primarily, partnership is focused on the relationship of individuals to others, on which it creates collaboration and cohesiveness in teams. While on the other hand, proactiveness is a personal trait on which instead of reacting to the task, acceptance and then performance of the task is first being done prior to any complains by any individual. These roles of individualism and altruism are needed to be first exemplified by managers and leaders then since the subordinates are also learners as well, eventually the examples will be followed and rippled to others.

In relation to modern day activities, **functionally, oriented to Business oriented** paradigms are also needed to be explored and signified by managers. As one starts in the organization, the function of basic tasks is needed to be done. However, in the long run, there should be a business model that presents collaboration, adaptability and learning. Gone are the days that a staff contribution is solely based on job descriptions, but currently is also based on technologies and innovation. Most especially in the higher education institutions, on which it suggests that there is already a transition out from task-oriented roles and gearing towards results and outcomes-based roles that will further use critical thinking and use of technology.

Since task and roles are also further being shifted from **Activity-focused to Solutions-focused** and **Short-term to Long-term** always these twin-description comes together; activity-focused and short-terms are usually band aid or immediate responses on current needs with no perception in a later perspective. While solutions-focused and long-terms are techniques are well crafted and well-planned interventions that ensures that there is a direction being set and a goal to meet. Usually activity-focused or task orientations are machine type activities that are short-term in completion. Since tasks are short and direct it only involves few movements and once the task is completed, it can just be left out. On the other hand, solutions are not just solely for the time being, but also for futuristic purposes. These are long-term and repetitive motion of stop checks and balancing or realignment of actions. Usually, these solutions and long-term activities are governed by thorough analysis of the past and current situation in contrast to the ideal set-up and plausible set-up. Along -side with the previous comparisons, these are interconnected to each other for achieving the organizational targets and goals. Further provide a deep impact on the lives of the client that the organization serves.

After all the observations that were document, it was also an expression from the leadership and the employees that they start to shift from **operational to strategic** roles. It was evident, that in the old days each actor only portrays roles that were designated to them, for the teaching staff, they provide instruction, while the non-teaching staff, depended on the roles assigned may it be fiscal, operational, or logistical. However, things changed on which there is already a movement from the operational roles to strategic implementations due also to the shift of policies. Taking again for example the teaching staff also now engage to research, extension and innovation aside from the instruction roles; while the non-teaching

staff also turn to be holistic and procedural in approach. This shift has something to do with milestones, conditions and achievements of the organization that needed to enact in order to meet the set plans and targets.

Finally, roles started to shift from **Administrative to Consultative**. This discussion is like the summary of whole rationale for the creation of the human resource management model. This discussion can be again related to the levels of recognition for PRIME-HRM as promulgated by Civil Service Commission (2014). Transformations of the organization is only observed once managers transforms to become a leader on which from point-to-point direction to transformative and strategic direction mostly dealing with merits, influences and ability to perform. The consultative process involves everyone which makes it participatory in nature and more on the advent of organizational ownership rather than the “I” or self-fish value of leadership. Once the projection and action of the leaderships involving everyone and trusting everyone that can contribute to meet the target and achieve the goal, then it is a true sign that everyone is involved and will one the action (CSC, 2016)

### **The Voloso Human Resource Management Model**

The Human Resource Management model is the resultant proposal of the study which states that the human resource function does not operate in a vacuum, but a collaborative, learning and adaptive perspective. There are two main elements or start-off factors in the model – the leadership and organizational culture– that ripples to other elements as well which involve everyone in the organization. Leadership refers to the art of motivating a group of people to act towards achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the institution’s needs.

Figure 1 illustrates the Voloso Human Resource Management Model is the result of the study based on the responses and observation of the research participants. As observed and discussed by the results of the study, all factors that lead to a successful human resource management model starts will leadership, which in turn affects the organizational culture it nurtures. These two factors affect the people within the organization that can be productive and engaging at the same time. As these people are diverse and needed to be cohesive and collaborative to each other, thus there is a need to strengthen and further improve the human resource policies. Further in the long run, once these elements got in place and further improve its actions, it will cover a better perspective and positive consequences for the whole organization, not just in the namesake corporate per se, but also to the wellness and being of the people that work within the organization itself. The further discussion below discusses the elements as prescribed by the model.

THE UNIVERSITY aims to be a globally competitive and synergistic university, that produces graduates that are proactive in promoting economic prosperity and global competitiveness of the citizens of the country, especially in Eastern Samar. The province is also dubbed as one of the poorest in the country and always at risk of either strong typhoons and storms or even earthquakes which is just right in front on the doorsteps of the Pacific Ocean. The vision is also complemented by its vision on which it shall provide and promote



— REPUBLIC OF THE PHILIPPINES —  
**EASTERN SAMAR STATE UNIVERSITY**  
 EXCELLENCE • INTEGRITY • ACCOUNTABILITY

*Excellence  
 Integrity  
 Accountability*

**Vision:** "... A synergistic multi-campus university producing competent, value laden and globally competitive graduates who are proactive in promoting the economic prosperity and global competitive ness of the citizens of the country..."

**Mission:** "... The university shall primarily provide advanced education, higher professional and technological instruction and training in the fields of Agriculture, Arts and Sciences, Business and Industry, Computer and Information Technology, Education, Engineering, Environmental Sciences, Forestry, Law and Criminal Justice, Medicine and Allied Sciences and other related fields of studies. It shall intensify its research, extension and production functions and provide progressive leadership in its areas of specialization..."

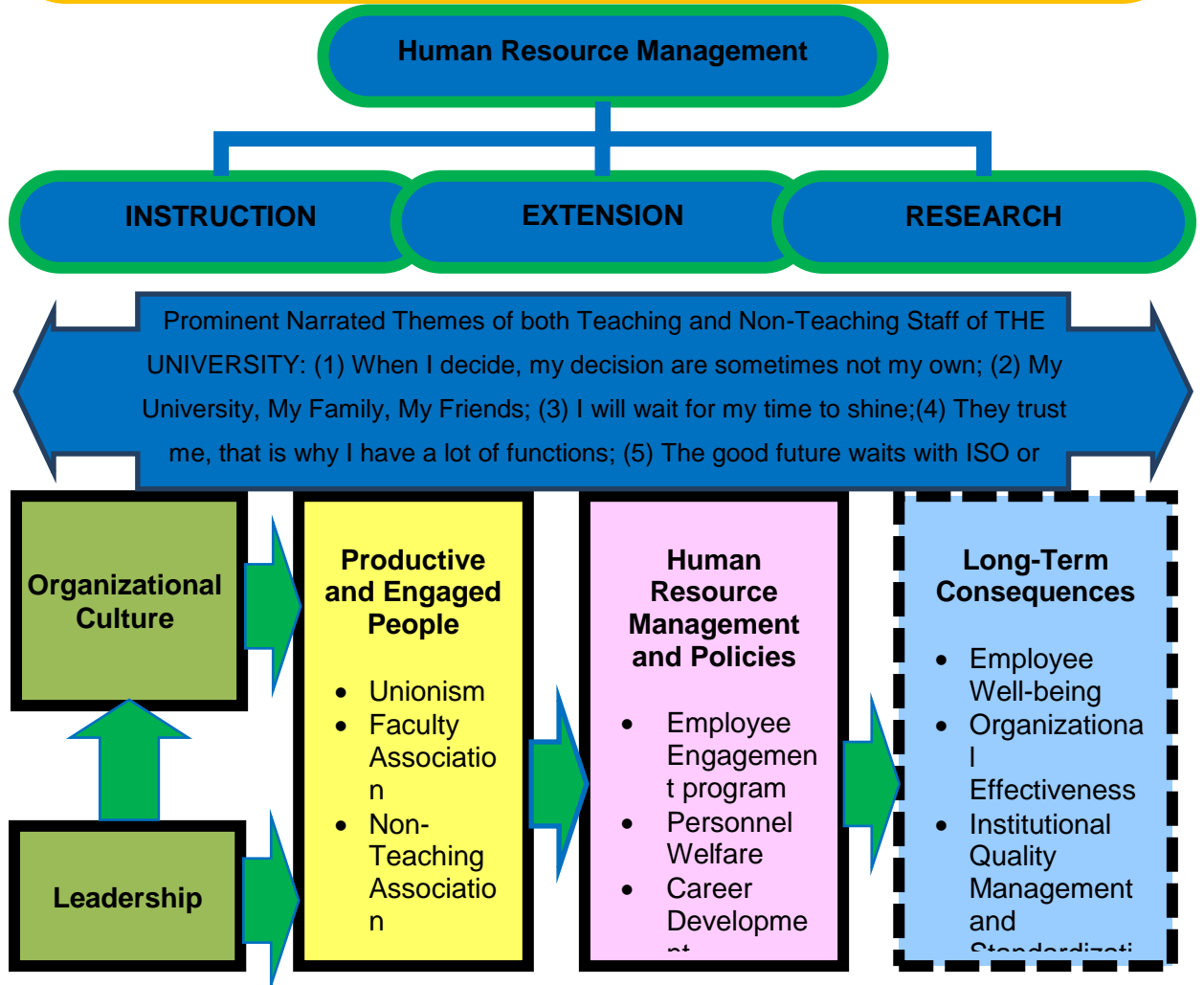


Figure 1. The Voloso Human Resource Management Model



advanced education, higher professional and technological instruction focused on the arts, sciences, agriculture and various industries.

Since THE UNIVERSITY is a higher education institution, and one of the few funded by the state, it shall ensure that the human resources (may it be teaching and non-teaching staff) shall be integrated and also aligned to its vision and mission. Most especially, it has been evident that the staff must be value-laden professionals which embodies the following traits: Excellence, Integrity and Accountability. Furthermore, since this is a higher education institution, its tri-fold function of Instruction, Extension and Research will be aligned as well to the vision and mission along- side with human resource. Instruction is exemplified the use of various methodologies such as lectures, multi-media and other forms of interactive learning and transfer of knowledge, skills and attitude from the teaching staff to the learners of the university. furthermore, Extension responds on the mission of the vision of the university to be proactive by promoting the economic prosperity and global competitiveness especially in the constituency. Furthermore, in order to prove that things work and production is well documented Research is highly employed especially on the ground of evidence -based practice. Extension and Research can be done in tandem by both teaching and non-teaching staff to have a higher scope of not just instruction but also practice and transfer of knowledge, skills and attitudes as well.

As these factors: Vision, Mission, Values, Human Resource, Trifold Function is well woven as a greater aspect, an integration of all five themes: (1) When I decide, my decision are sometimes not my own; (2) My University, My Family, My Friends; (3) I will wait for my time to shine;(4) They trust me, that is why I have a lot of functions; (5) The good future waits with ISO or Bakdaw Human Resource for PRIME-HRM is very important in order to fully respond on the needs and harmonious relationship of both teaching and non-teaching staff. Such cohesion of the different factors able to create a linear model that represent the process of the whole results of the study, which is highly represented by Figure 1 (The Voloso Human Resource Management Model).

**Leadership** is seen as a prime factor in improving school management effectiveness. Leadership makes a difference, and effective leadership improves schools. Leadership requires traits that extend beyond management duties. To be effective, a leader certainly has to manage the resources at his/her disposal. But leadership also involves communicating, inspiring and supervising - just to name three more of the primary skills a leader has to have to be successful. Primarily, leadership brings the drive within the organization, the leadership provides the guidance and the targets that needed to be achieved. Within the eyes of the teaching and non-teaching staff, the following are the pertinent views of their leaders.

*Mabait yan si Sir at magaling talaga. President X is good and with principles.*

*Mayroon siyang own principles na talagang sinusunod niya. Kaya hindi talaga siya nakikinig sa mga suggestions ng mga ibang officials. (PR2, Lines 697-699)*

**Organizational Culture** has always been a vital element on effective and efficient management practice in any organization, especially in the university or any higher educational forms. According to Bytekin et al (2010), there were commonly four types of culture in universities: Clan, Hierarchy, Adhocracy and Market. From these types of identified organizational culture, the leadership styles and management of human resources and also other allocated functions of an organization will be responded and followed. In addition, this also reflects the hidden values of people, programs and ideologies that may run from the past, present and future. Organizational culture also dictates success and the runtime of management in order to meet goals and targets of the organization. Such representation of various strands of cultures helps to make the whole organization cohesive and responsive to the need of the actors of the organization regardless of rank.

As resulted by the study, the university currently is adherent to the Clan Culture on which it is highly portrayed with family-ties, commitments to employees and participation and teamwork (as highly suggestive and discussed by the research participants. This type of culture also presents values of Flexibility, Discretion, Internal Focus and Integration. Primarily, these values are good signs on which it promotes a human work environment, with managerial goals of empowering workers by allowing them to participate, commit and bestow loyalty to the organization. This type of culture also allows cohesion, since there is no isolation of members of the working force from the management force, on which there is compensation between the two structures regardless of rank.

Other organizational culture (as identified by Beytekin, et al) within higher educational institutions, aside from the Clan Culture, like Hierarchy, Adhocracy and Market Culture has a minimal fit to the portrayal of the organization culture within the university. In Hierarchy Culture, it is portrayed as formalized and structured with defined functionality and stability of the roles of each of the players in the workforce; on the other hand, Adhocracy Culture is visualized as a dynamic and entrepreneurial-like where it focus on innovation and output; while Market Culture is formed through competitive organization and productivity. All these three types of culture are virtually present in the university, however, at the end of the day, it is the Clan Culture has been dominantly identified and had been well-integrated within the university system, which suited best on how they work an collaborate together as a family and team.

As Leadership and Organizational Culture is identified to work together, their effects will directly affect the containment of all Human Resource activities grouped into three areas: Productive and Engaged People, Human Resource Policies, and Long-Term Consequences. When these activities are discharged effectively, they will result in a competent and willing workforce who will help realize organizational goals. This is also influenced by several internal and external forces like economic, technological, political, legal, organizational, and professional conditions that directly affecting the workforce and in turn their potential contribution in meeting the vision and mission of the organization. The dynamics and role play between leadership and organizational culture has a great effect

**Productive and Engaged People** are the primary elements that will be directly involved in the formation of organizational culture. Despite the heavy presence of Clan Culture within the university, still there is a high uphold on the actions on Unionism. Unionism is portrayed as organizations within the workforce that represents collective interests, especially on the lower hierarchy of the organization. Unions are further the guardians of the workers' rights especially on tenure, salary, benefits, harassments and cases that relates to the life of the worker. The variable of unionism is like a check-in-balance from the actions of the management that may not be suitable and agreeable to the many. Furthermore, unionism is a great force of influencing powers to ensure that rewards and benefits are highly regarded for the increased morale increased productivity of the staff. This was highly evident on the statement below:

*The union is there to help the employees, I just recently understood that the president and other high- ranking officials were not part of the union. We only met just once or twice in the past four years, no annual matter. One significant experience that we had is the PBB, and it does matter a lot, it has been two years since we received the last trance. One of the reasons that was pointed out why the PBB was not released is due to the unrecognized existence of the union. The union called for the meeting due to this matter. The SEC has not yet recognized the union, but they say there are heading there for recognition. (PR3, Lines 1058-1065)*

As reflected in the results of the study, it seems that the variable of unionism is still very young (which just started a few years back). It is focused on both teaching and non-teaching association. The faculty association is focused on ensuring the following: instruction or teaching is the primary output, research and extensions are causal effect for innovations and as a result, it is part basis for the release of a cyclical reward called the performance bonus and benefits. The first focus is always put in to high regard, but conduct of the research and extension needed to be improved, on which it caused the postponement of the release of the cyclical reward. On the other hand, non-teaching association is geared towards the focus of ensuring that the standards of operating procedures are followed and there is a work-life balance being experienced by the workforce. The dynamics of both association groups is being benefited by the greater workforce on which it ensures that rewards are being given and appropriated through production, in addition, it also puts priority to balance of life within the workforce, on which there is life outside the campus and there should be equilibrium in the 24-hour life, which is represented by the principle of 888: 8-hour work, 8-hour recreation and 8-hour rest.

Relatively, the **Human Resource Management and Policies** is another element that is being affected by both leadership and organizational culture, on which it also being benefited by the workforce (or Productive and Engaged People) in this human resource model. Primarily, Human Resource Management

was early-on coined in the industrial revolution, on which it is defined as the people that staff and operate an organization. This definition along-side with the actors of the organization encompasses all levels of management from the top-level management down to the auxiliary-workforce of the organization. Thus, everyone is well involved when it comes to the human resource management of any organization; they can be the beneficiaries of the decisions or the decision makers that ensures the whole organization is meeting its vision and performing its mission. This element in the model is governed by both quasi-supervisory and ministerial tasks, on which it is quasi-supervisory since it indirectly supervises every workforce actor's life involvement in the organization, may it be attendance, tenure, education, development, involvement, retirement and pension; while it is ministerial since it acts as an agent of implementing rules, decisions and policies within the workplace. As primarily identified, the element on human resource management and policies are attributed to the following variables: employee engagement program, personnel welfare and career development.

The importance of the human resource management and policies variables ensures that all actors in the organization are productive and engage which ensures that the visions, plans and targets set by the leadership is being achieved and done in accordance to the programmatic need of the organization. The variable on employee engagement program plays well on the second element of the human resource model since it provides avenue for cohesion and collaboration amongst actors of the organization. In current practice, team buildings and organizational planning defines network connects and roles identification respectively. Thus, it is the prime action of the human resource is to ensure that roles are well defined and being played well by every person in the organization. Furthermore, each employee plays a building block that may be co-dependent from the other in order to meet the goal being set by the leadership and put to reality their vision from virtual concept.

While the variable on employee engagement program focuses on team play and roles, on the other hand personnel welfare focuses on the holistic aspect of the employee as an individual. This is being portrayed as a balance between the role being done in the campus and out the campus. Furthermore, this has a role to play on rewards and benefits in contrast to reprimand and discharge as effected from the duties being done by the personnel. This variable is both intrinsic and extrinsic factor of the personnel being involved. In relation to this variable, since the institution is a higher educational in function, career development, especially on the academic attainment of the personnel is sought after. In a cliché definition Master's graduates are focused on specialization after their Baccalaureate while the Doctor's graduates translated from Latin is defined as, "to teach" or by default the teachers of a certain specialty or specialization. Thus, these variables and their attributions are very important, in ensuring the institutionalization of the university as a learning institution.

However, as resulted by the study, it seems that the human resources is on their transition period, on which it still on the growing stage of out-growing their traditional function of document keeper to a more active player on the lives of the employees and leaders of the university.

Lastly, the element that still to be seen and being achieved by the organization is through the **Long-Term Consequences**. This element is more on the ideal set-up as it presents the variables of Employee Well-being, Organizational Effectiveness and Institutional Quality Management and Standardization. These are ideal visions that every actor of the organization wants to see in the near future or the long run. These are ideal set-ups that enhances growth, collaboration and standardization. Primarily, employee well-being is affected to each and every-one since functionality of a person in a holistic manner increases productivity, innovation and instruction. Thus, a well-balanced staffing plan with their development is very ideal in motivating increased work outputs. Furthermore, organizational effectiveness is both being played by the leaders and their follows, since in the usual forms of management functions, it is always the leaders provides the directions and the visions, and it is the workers task to make the visions a reality and the directions as a concrete success. This is portrayed best by collaboration and feedbacking procedures of the actors in the organization regardless of rank. And lastly, quality management and standardization provide another avenue for all actors to be utilizationtools and constructs that is aligned on the targets and goals that the leadership has set.

The results of the study suggest that this is a hanging and still on the process, after all the success that the university had achieved still it is a learning institution that provides avenues for improvements and openness for new ideas that further enhances their services and systems. There are still a lot of rooms that needed to be improved especially on balancing life and work, meeting targets, effective working relationships, compensatory measurements, and also monitoring and evaluation of protocols and programs. Nonetheless, through the presence of the ISO and PRIME-HRM preparations that focuses on management systems, the university is already on the highway and road of meeting an improved environment and organizational culture that responds on the needs of their employees.

#### **Comparison of the Output Model to other Published HRM Model**

The Voloso Human Resources Management Model states that the human resource function does not operate in a vacuum, but a collaborative, learning and adaptive perspective. There are two main elements or start-off factors in the model- the leadership and organizational culture – that ripples to other elements as well which involve everyone in the organization. Leadership refers to the art of motivating a group of people to act towards achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the institution's needs. While organizational culture, as resulted in this study, is the traditional and hand-me-down means and ways of operation within the realms of the whole organization, this is not limited to employee-employer relationships, co-worker relationship and also future outlook that may affect the operational function of the whole organization.

In comparison to other models like Harvard model emphasizes the interrelatedness' and coherence of human resource management activities. The human resource management cycle in this model consists of four key components: selection, appraisal, development and rewards. These four human resource activities aim to increase organizational performance. The weakness of the model is its apparent perspective nature, it ignores the shareholders interest. The strength of the model, however, is that it expresses the coherence of internal human resource policies.

Another human resource management model is the guest model. David Guest's model of human resource management has six dimensions of analysis: human resource management strategy, human resource management practices, human resource management outcomes, behavior outcomes, performance outcomes, and financial outcomes. The model is prescriptive in the sense that it is based on the assumption that human resource management is distinctively different from traditional personnel management. It is idealistic, implicitly embodying the belief that fundamental elements of the human resource management approach such as commitment have a direct relationship with valued business consequences. However, guest has acknowledged that the concept of commitment is 'messy' and that the relationship between commitment and high performance is (or, perhaps, was - given the age of this material) difficult to establish. It also employs a 'flow' approach, seeing strategy underpinning practice, leading to a variety of desired outcomes.

While Thompson model of human resource model emphasizes on high performance work practices such as team working, appraisal, job rotation, broad- banded grade structures and sharing of business information. The work of human resource practices and the preparation of the workforce covered appeared to be the key differentiating factors between more and less successful organization.

From the works of Harvard, Guest and Thompson, the Voloso Human Resource Model can be compared as quite different and somehow a mixture of the three models being explored. Primarily, the Voloso Human Resource Model differs in the sense of it starts of with leadership and the organizational culture exists as separate entities that needed in order to determine success and implementation of the different plans of the organization. Nonetheless, elemental factors such as practices, strategies and performance were also identified as a parallel element in order to make the organization function as a whole. Furthermore, what makes the Voloso Human Resource Model unique and contribute to the practice of human resource and also higher education is that it includes and highly identifies a trifold function of the university which is Instruction, Extension and Research, on which s-uch trifold function makes a higher education function differently which is solely done by this type of institution that contribute knowledge in different schools of thought.

**Conclusion**

Based on the findings and themes gathered, the organizational culture analysis of THE UNIVERSITY still has a long way to go since it is still reaching the climax of their narrated experiences as suggested by Labov (1972). Majority, if not all, of the narrated stories pointed out that the ISO 9001:2015 Accreditation and Certification is a pivotal point of change in the university. The teaching staff and non-teaching staff (treating them as the main workforce characters of the organization) identified the ISO experience as a means in standardizing organizational protocols and further improve quality management agenda of the university. Though, it was identified that this means more paper-work related activities, it was highlighted that this is a means of evidence-based practice and a homogeneous understanding on the protocols and policies that the university promulgate. For the management side, the ISO experience leads to meet their philosophies on excellence, integrity and accountability through quality management systems and standardization. Furthermore, this also includes the CSC's PRIME-HRM Assessment and Certification to Level I (Transactional HRM) and plans to reach the Level IV (Strategic HRM) Accreditation for the university. This also means that such vision of PRIME-HRM certification from Level I to Level IV implies that the top management and the human resources department of the university is focused on continually improving process of performance of their workers, and it is also systematically managed by a combination of process optimization and continuous improvement (CSC, 2016). Furthermore, the human resources department also realizes and visualizes that they help to drive agency business decision on people, data, and insight and an integral part of the agency strategy for human resource improvement.

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