

TOWARDS A CATHOLIC MODEL HR PROGRAM: INTEGRATION OF PROPHETIC DIALOGUE TO HR ACTIVITIES OF THE CATHOLIC SCHOOLS IN THE PHILIPPINES

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ABSTRACT

The Catholic church has viewed the schools as mission area. The Society of the Divine Word (SVD) is a religious-missionary congregation of the Roman Catholic Church who is actively doing her mission in the schools. She views her employees are not mere workers, who just perform their tasks and duties, but they are considered as her co-missionaries that should align their values to the institutional values and culture of the SVD schools, which are rooted in the Prophetic Dialogue, which is marked by four characteristic dimensions, namely : biblical apostolate, mission animation, social communication and justice, peace and integrity of creation (jpic).The research focuses on the perception of the respondents on the integration of prophetic dialogue to HR activities of hiring, compensation, performance appraisal, training and development, employees' relations and work-life balance. This article presents the model HR program as the result of the study wherein the finding shows that the perceptions of the respondents on the integration of prophetic dialogue to HR activities with moderate extent of influence and moderate degree of effectiveness.

Keywords: Catholicity, Catholic School, HR Activities, HRM, Prophetic Dialogue

INTRODUCTION

Catholic education ministry is unique compare to other educational institutions because of the core foundation of her existence which is the participation in Christ's mission. As the Second Vatican document stated that "the Catholic school as a place of integral education of the human person through a clear educational project of which Christ is the foundation; its ecclesial and cultural identity; its mission of education as a work of love; its service to society; the traits which should characterize the educating community" (CCE, 1997).

Catholic schools need people to run the institutions. They are the essential factor for the success of the Catholic education ministry. However, Jim Collins pointed out in his book, *Good to Great*,

that “people are not your most important asset. The right people are” (2001). Thus, the Catholic schools should have better HR programs in developing the workforce to become the right people for the organization. It means aligning the values of the workforce to the institutional core values in order that the operation of the schools is orderly. It is also a reality nowadays that quality workforce in the labor market are coming from various religious or faith traditions. Religious sensibilities should be taken into consideration when institutions are updating their HR programs and operating practices (Webley, 2011).

According to Fr. Antonio Pernia, the former general superior of the Society of the Divine Word (SVD), the congregation still believes that the education ministry remains an important venue for the Christian formation of the laity (2010). This means that employees of the SVD schools should be developed not only as effective and efficient workforce, but more so, as the co-missionaries of the SVDs.

Prophetic dialogue is very essential concept to the Society of the Divine Word (SVD) in making sense not only of what she has been doing for the past 139 years of existence but also the meaning of her existence – her identity. In 2000, the SVD was able to articulate her identity and the way of doing mission during her XV General Chapter in Rome. It was called prophetic dialogue, a new way of approaching mission while still faithful to her foundational roots (Kisala, 2006). “We articulate our missionary charism anew in fidelity to the legacy of our founder and the founding generation and in response to the challenges of today” (Pernia, 2002). Prophetic dialogue was then a new SVD missiological paradigm that means both as a missionary work and the missionary identity of the Society (Agcaracar, 2011; Kisala, 2006; Pernia 2002).

This study focuses on the perception of the respondents on the integration of prophetic dialogue to HR activities of hiring, compensation, performance appraisal, training and development, employees’ relations and work-life balance.

METHODOLOGY

The integration process of prophetic dialogue to HR activities of hiring, compensation, performance appraisal, training and development, employees’ relations and work-life balance is done in two stages, namely: the determination stage and analysis stage. The former stage determined the possibility of integration of prophetic dialogue to HR activities while the latter stage determined the extent of influence and the degree of effectiveness on the integration of prophetic dialogue to HR activities of hiring, compensation, performance appraisal, training and development, employees’ relations and work-life balance. These processes are illustrated in figure 1.

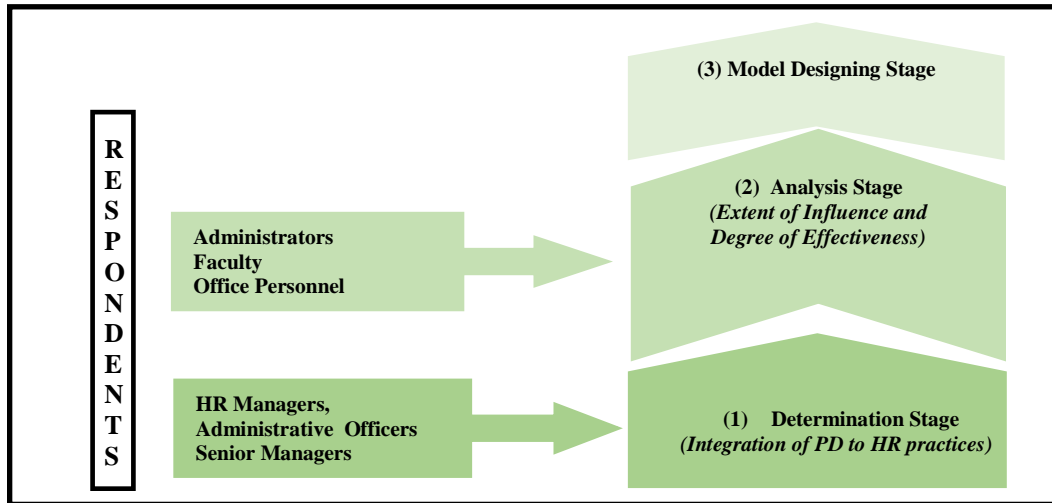


Figure 1. Research Processes

The Catholic model HR program is drawn from the results or findings of the study.

RESULTS

There were 659 respondents who participated in the study. There were 377 faculty, 211 office personnel and 71 administrators. The results of the data had shown that the overall result on the perception of the respondents on the integration of prophetic dialogue to HR activities is moderate extent of influence and moderate degree of effectiveness as shown in table 1 an 2. Moreover, there is a significant difference in the perception of the respondents on the extent of influence of prophetic dialogue to the HR activities when grouped according to job category. However, when grouped according to length of service and educational attainment, there is a significant difference on the perception of the respondents on the extent of influence on the integration of prophetic dialogue to HR activities of performance appraisal and work-life balance only, respectively. With regards to degree of effectiveness, there is a significant difference on the perception of the respondents, when grouped according to job category, length of service and educational attainment, on the integration of prophetic dialogue to some HR activities only: for the job category, only compensation and training and development have significant difference; for length of service, only performance appraisal and work-life balance have significant difference; and for educational attainment, only work-life balance has a significant difference. These are illustrated in tables 3, 4, and 5.

Table 1. Average Weighted Mean for the Extent of Influence on the Integration	NUMBERS	AVERAGE WEIGHTED MEAN					
		TRAINING AND DEVELOPMENT	EMPLOYEES' RELATIONS	QUALITY OF WORK-LIFE	PERFORMANCE APPRAISAL	COMPENSATION	
OFFICE PERSONNEL	211	2.9924	3.1839	2.7592	2.8095	2.9166	3.0014
FACULTY	377	3.0687	3.1531	2.9393	2.9462	3.0255	3.0928
ADMINISTRATORS	71	3.1986	3.3324	2.9887	3.0070	3.2225	3.1324
TOTAL	659	3.0583	3.1823	2.8869	2.9090	3.0118	3.0678

Legend: 1.00 - 1.49 Not at all; 1.50 - 2.49 Low Extent; 2.50 - 3.49 Moderate Extent; 3.50 - 4.00 High Extent

Table 2. Average Weighted Mean for the Degree of Effectiveness on the Integration

	NUMBERS	AVERAGE WEIGHTED MEAN					
		HIRING	COMPENSATION	PERFORMANCE APPRAISAL	TRAINING AND DEVELOPMENT	EMPLOYEES' RELATIONS	QUALITY OF WORK-LIFE
OFFICE PERSONNEL	211	2.9602	3.2180	2.7886	2.7664	2.9109	2.9820
FACULTY	377	3.0366	3.1175	2.9162	2.9411	3.0040	3.0613
ADMINISTRATORS	71	3.0817	3.3465	2.9028	3.0000	3.1282	2.9944
TOTAL	659	3.0170	3.1744	2.8739	2.8915	2.9876	3.0287

Table 3. Anova Results for the Extent of Influence and Degree of Effectiveness on the Integration

JOB CATEGORY	EXTENT OF INFLUENCE			DEGREE OF EFFECTIVENESS		
	Frequency	Sig.	Description	Frequency	Sig.	Description
HIRING	3.029	.000	Significant	1.469	.231	Not Significant
COMPENSATION	8.604	.000	Significant	4.247	.015	Significant
TRAINING AND DEVELOPMENT	4.344	.000	Significant	4.907	.008	Significant
PERFORMANCE APPRAISAL	4.003	.000	Significant	2.262	.105	Not Significant
EMPLOYEES' RELATIONS	6.492	.000	Significant	2.303	.101	Not Significant
WORK-LIFE BALANCE	4.664	.000	Significant	1.365	.256	Not Significant

Table 4. Anova Results for the Extent of Influence and Degree of Effectiveness on the Integration

LENGTH OF SERVICE	EXTENT OF INFLUENCE			DEGREE OF EFFECTIVENESS		
	Frequency	Sig.	Description	Frequency	Sig.	Description
HIRING	1.786	.113	Not Significant	1.285	.268	Not Significant
COMPENSATION	1.798	.111	Not Significant	1.576	.165	Not Significant
TRAINING AND DEVELOPMENT	1.714	.129	Not Significant	1.872	.097	Not Significant
PERFORMANCE APPRAISAL	4.836	.000	Significant	3.518	.004	Significant
EMPLOYEES' RELATIONS	1.914	.090	Not Significant	1.431	.211	Not Significant
WORK-LIFE BALANCE	2.139	.059	Not Significant	3.610	.003	Significant

Table 5. Anova Results for the Extent of Influence and Degree of Effectiveness on the Integration

EDUCATIONAL ATTAINMENT	EXTENT OF INFLUENCE			DEGREE OF EFFECTIVENESS		
	Frequency	Sig.	Description	Frequency	Sig.	Description
HIRING	1.308	.265	Not Significant	1.587	.176	Not Significant
COMPENSATION	.616	.652	Not Significant	.675	.609	Not Significant
TRAINING AND DEVELOPMENT	2.022	.090	Not Significant	.479	.751	Not Significant
PERFORMANCE APPRAISAL	1.763	.135	Not Significant	2.331	.055	Not Significant
EMPLOYEES' RELATIONS	1.264	.283	Not Significant	.490	.743	Not Significant
WORK-LIFE BALANCE	2.760	.027	Significant	2.384	.050	Significant

CONCLUSION

In the structure of the SVD educational institution, the best department to be involved in the process of aligning the workforce personal values to the educational institution core values is the human resource department. It is because this department takes care of the training and development of the employees, the crafting and monitoring the implementation of policies, and the like. Thus, the researcher presented on this paper the importance of the integration of prophetic dialogue to HR activities of hiring, compensation, performance appraisal, training and development, employees' relations and work-life balance. This is illustrated in figure 2, the Catholic model HR program, below.

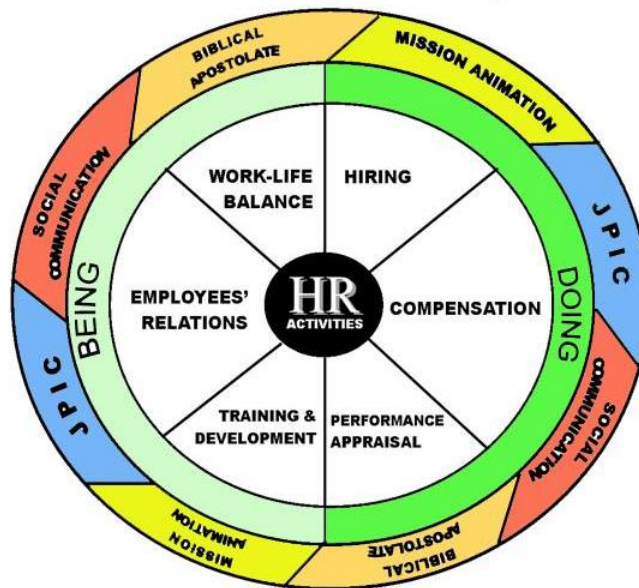


Figure 2. The Catholic Model HR Program

The illustration shows the area of alignment of workforce personal values to institutional core values happens in the circle of **the doing** and **the being**. The **doing** refers to the way of doing mission. Just like in the corporate world, it is an image building or branding. It is called the way...for Toyota...its Toyota way, for Starbucks...the Starbucks way, and so forth. On the other hand, the **being** is the living out of prophetic dialogue as being integrated in the HR activities. That circle of the **doing** and the **being** also refers to the area of integration between the prophetic dialogue and the HR activities. The four characteristic dimensions of prophetic dialogue (biblical apostolate, mission animation, jpic, social communication) are on the outermost circle because they are the family traits or the marks or the icing of the HR system in the SVD educational institutions. They are not the “thing itself” (what make HR activities, HR activities) but only a flavor to the HR activities because the HR activities are the “things themselves” (Pernia, 2002) in the HRM system.

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