

LIFE DYNAMICS AS A BEHAVIORAL PROGRAM FOR STUDENT LEADERS OF JOSE RIZAL UNIVERSITY

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Abstract

Student behavior in today's times is focused on strength-based management. Life Dynamics begins by identifying the individual's basic orientation to life or personal style. Based on this foundation of self-knowledge, powerful strategies enable individuals and groups to work more effectively together, be more influential when dealing with key people, and achieve better team results. Jose Rizal University student leaders are encouraged to maximize their potential using underused strengths. Student leaders were given a series of context-specific surveys ranging from leadership to individual styles. The surveys measured behavioral style preferences that may change in different environments, so it was essential to establish context. As the student leaders manage student activities, student organizations, and team members, they become aware of their preferences in managing their strengths as they begin implementing the developmental strategies that will immediately impact productivity. In coordination with the Student Development Office and the Community Development Office, Life Dynamics, this study was conducted among the student leaders across colleges and departments of Jose Rizal University for the school year 2018–2019, wherein learning activities were carefully sequenced as student leaders build confidence in acquiring relevant skills, perspectives, and insights. The ASCEND program yields enormous productivity improvements that can be realized using common language to communicate with people in the style they wish to be communicated with, thus enhancing productivity among Jose Rizal University student leaders.

Keywords: Behavioral Program, Life Dynamics, Leaders, Leadership.

Introduction

Language and communication skills that translate to behavior are one of the elements of standard skills that are critical among college students. The university's role in producing graduates in a variety of fields to fulfill the industry needs does not only focus on academic achievement, but also on generic skills or "soft skills" required for them to compete in the global market. Furthermore, employers now place great importance on generic skills and personality in choosing their future employees.

Mastery of technical skills alone is no longer adequate for employees in the highly competitive marketplace (Lazarus, 2013 [9]) of the 21st century. The need for individual soft skills has taken on heightened importance (Seetha, 2014 [14]). The most valuable employees in the organization have a mix of both hard and soft skill competence (Griffith & Hoppner, 2013 [7]).

Life Dynamics is a method that helps individuals, teams, and organizations improve communication skills, productivity, and results by working more effectively together. This organizational development tool support people to value and manage their strengths and those of others in order to achieve greater satisfaction and better outcomes, take advantage of people's strengths to create high performing organizations that deliver results, and create an exchange between people where they celebrate their differences so that they all feel comfortable and do well together. It begins by identifying the individual's basic orientation to life,

or behavioral style. Based on this foundation of self-knowledge, it offers powerful strategies that enable individuals and groups to be more productive in their work and more influential when dealing with key people. People behave using the four basic styles, which are based on the four basic ways of how humans interact: GIVING, TAKING, HOLDING, and DEALING, in two conditions, FAVORABLE, when things are going well and; UNFAVORABLE, when things are in stress and conflict and six strategies for making CHANGE – ways to deal with other people effectively and address the things that get in the way of being effective. Student leaders of Jose Rizal University are given life dynamics surveys, a self-reporting assessment that provides participants specific feedback for personal and professional development that stemmed from language and communication skills and competence that will give the graduating students a clear concept of their strengths.

Jose Rizal University established in 1919 is one of the premier universities in the Philippines. The vision of the university is to be a market leader in the use of technology for innovation in teaching and learning to produce graduates of social importance. Its aim is to develop its students to become useful and responsible citizens through the effective transfer of relevant knowledge and desirable values.

The aim of this paper is to provide a view on the use and application of Life Dynamics that resulted to ASCEND as behavioral program, for student leaders

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of Jose Rizal University to develop soft skills to enhance behavior.

Theoretical Framework

Dreyfus Five-Stage Model of Adult Skills Acquisition

The Dreyfus Five-Stage Model of Adult Skills Acquisition is grounded in the argument that “skill in its minimal form is produced by following abstract formal rules, but that only experiences with concrete cases can account for high levels of performance”. In the original paper written by Stuart and Hubert Dreyfus in 1980, the five stages of expertise were named novice, competent, proficient, expert and master. The model focused on four mental functions: recollection, recognition, decision and awareness and how they varied at each level of expertise. Each time a mental function matures, the individual’s level of expertise rises. The Dreyfus brothers hypothesized that to obtain the level of master one first must progress through the lower levels of expertise. The model is based on learning a skill not a profession.

According to Dreyfus, individuals must progress through each stage of expertise and must draw on their experiences of solving problems in context to reach higher levels of expertise. Each time individuals acquire a new skill; they start at the novice stage where they need to learn the facts and the rules for determining action. In school situations, instructors help by reducing big problems into small pieces that can be solved without knowledge of the entire situation. In work situations, this step is more likely to be informal and might take place through observations or self-teaching. The novice thinks through the analytical process and decides the course of action to take to solve the problem. Since novices generally do not have responsibility for outcomes, they have a detached commitment. For individuals to move to advanced beginner, they must have practice applying the facts and rules to real situations. This enables them to start associating the facts and rules with context that can be relied on in the future. The instructor/manager can refer to these situations as well as the facts and rules to continue to advance everyone to a higher level of expertise.

Competent individuals still refer to the rules and use analytical processes; but at this level, since the problems encountered are more complex and do not follow a textbook script, each individual relies on their past experiences to decide which elements of the situation are important. They then focus on these elements to solve the problem. Since the individual is starting to use personal judgment by determining which elements are important, they begin to develop an emotional investment. Dreyfus hypothesized that when an individual invests emotionally by taking responsibility for success and failure in making correct decisions, a higher level of learning takes

place. This is what limits the advancement of expertise in a school environment, as few projects are implemented and therefore do not involve consequences of failure or rewards of success. Proficient individuals start to draw on their emotional experiences from successes and failures to help them determine which elements of the situation or problem are important to focus on. At this stage, the individual continues to increase risk taking and commitment to the outcome. The individual knows what needs to be done, continues to rely on rules and analytical decision-making process, but experiences plays an increasingly important role. At the final stage of expertise, expert, the individual not only sees what needs to be done but also sees the solution without having to go through an analytical process to arrive at the solution. At this level the individual is totally immersed in understanding the situation, making decisions on how to proceed, and in the outcome of the situation. They could not have arrived here without progressing through the previous stages of skill acquisition and a cumulating experiences and emotional involvement.

Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, developed by sociologist George Homans, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship. Most relationships are made up of a certain amount of give-and-take, but this does not mean that they are always equal. Social exchange suggests that it is the valuing of the benefits and costs of each relationship that determine whether or not we choose to continue a social association. Costs involve things that you see as negatives such as having to put money, time, and effort into a relationship. For example, if you have a friend that always has to borrow money from you, then this would be seen as a high cost. The benefits are things that you get out of the relationship such as fun, friendship, companionship, and social support. Your friend might be a bit of a freeloader, but he brings a lot of fun and excitement to your life. As you are determining the value of the friendship, you might decide that the benefits outweigh the potential costs.

Social exchange theory suggests that we essentially take the benefits and subtract the costs to determine how much a relationship is worth. Positive relationships are those in which the benefits outweigh the costs while negative relationships occur when the costs are greater than the benefits. What is Social Intelligence (SI).

Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," SI includes an awareness of situations and the social dynamics that govern them, and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

From the standpoint of interpersonal skills, Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behavior makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behavior makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behavior indicates a low level of social intelligence - the inability to connect with people and influence them effectively. A continued pattern of nourishing behavior tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence. Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs.

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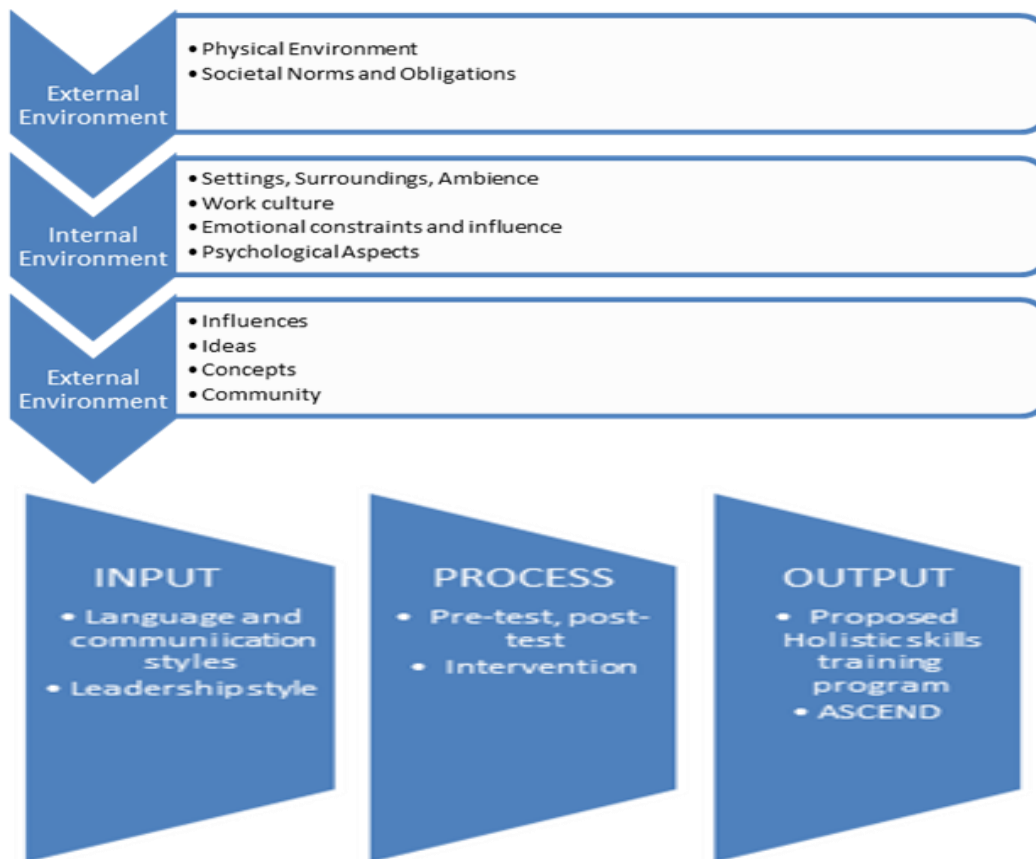
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Conceptual Framework

The conceptual framework that will be used in the study is the Input-Process- Output Model. In the IPO model, a process is viewed as a series of boxes (processing elements) connected by inputs and outputs.

The IPO Model is a graphical representation of all the factors that make up a process. An input-process-output diagram includes all of the materials and information required for the process, details of the process itself, and descriptions of all products and by-products resulting from the process. The input is the current language and communication and leadership styles of the graduating students using the Life Dynamics surveys as process with training and development sessions on life orientations. The output will result to the proposed program for soft skills after the evaluation of the soft skills method currently used as shown on Figure 1.



Statement of the Problem

Research Questions

Specifically, it answered the following questions:

1. What is the language and communication style of the participants before Life Skills Training in terms of the following life orientations in:
 - 1.1 Excellence,
 - 1.2 Reason,
 - 1.3 Efficiency, and
 - 1.4 Harmony?
2. What is the leadership style of the participants before Life Skills Training in terms of the following for soft-skills development:
 - 2.1 Appreciating diversity,
 - 2.2 Managing relationships,
 - 2.3 Effective leadership,
 - 2.4 Performance management, and
 - 2.5 Increased resilience and morale?
3. What is the Life Skills Training program can be proposed and tested to improve language and communication and leadership style of the participants?
4. What is the language and communication style of the participants after the Life Skills Training in terms of the following life orientations?
 - 4.1 Excellence,
 - 4.2 Reason,
 - 4.3 Efficiency, and
 - 4.4 Harmony?
5. What is the leadership style of the participants after the Life Skills Training in terms of the following soft skills development?
 - 5.1 Appreciating diversity
 - 5.2 Managing relationships
 - 5.3 Effective leadership
 - 5.4 Performance management
 - 5.5 Increased resilience and morale?
6. Is there significant difference in the language and communication style of the participants before and after the Life Skills Training?
7. Is there significant difference in the leadership style of the participants before and after the Life Skills Training?
8. Is there a significant relationship between the language and communication style and leadership style of the participants?
9. What Life Skills Training program can be finally proposed for the student leaders of Jose Rizal University?

Scope and Delimitation

This study focused on the development of soft skills programs for the student leaders of Jose Rizal University. The study was conducted in Jose Rizal University, 80 Shaw Blvd, Mandaluyong City of which 250 student leaders for School Year 2019-2020 were the participants. The study covered the student leaders of the College of Liberal Arts, Criminology, and Education. However, it only

focused on the departments of liberal arts and education due to the need of soft skills development as emphasized by the Chair of the Languages Department, Ms. Eleanor Ruiz Robles, and the Chair of the Education Department, Dr. Margie Alcaide. On the other hand, only these two majors whose members were actively participating in the Ayala Corporation's sponsored Professional Employment Program situated at C23, Building C of JRU. The variables were also limited to the core variables used in Life Orientations translating to the variables in Life Dynamics, these are Supporting Giving, Conserving Holding, Controlling Taking and Adapting Dealing.

Soft skills identified in the study are often called people skills or emotional intelligence, referring to the ability to interact amicably with others. Soft skills are personal attributes that can affect relationships, communication, and interaction with others. Soft skills can include, or relate to, the following: Negotiating, Customer service, networking, presentation, conflict resolution, communication effectiveness, teamwork, problem-solving, working under pressure, appreciating diversity.

The prime method of inquiry in science is the experiment. The key features are control over variables, careful measurement, and establishing cause and effect relationships. The experimental method is usually taken to be the most scientific of all methods, the 'method of choice'. The main problem with all the non-experimental methods is lack of control over the situation. The experimental method is a means of trying to overcome this problem. The experiment is sometimes described as the cornerstone of psychology: This is partly due to the central role experiments play in many of the physical sciences and to psychology's historical view of itself as a science. A considerable amount of psychological research uses the experimental method. An experiment is a study of cause and effect. It differs from non-experimental methods in that it involves the deliberate manipulation of one variable, while trying to keep all other variables constant.

Limitations of this study also included the less use of technical and hard skills as the research is solely based on soft skills development.

Methodology

Research Design

The research design belongs to the category of qualitative research and the study was focused in using the descriptive and experimental methods. Descriptive research is a study designed to depict the participants in an accurate way. Descriptive research can be explained as a statement of affairs as they are

at present with the researcher having no control over variable. Moreover, "descriptive research may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be. "Descriptive research is "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method."

The experimental method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

Experimental Research is often used where there is time priority in a causal relationship (cause precedes effect), there is consistency in a causal relationship (a cause will always lead to the same effect), and the magnitude of the correlation is great.

Participants/Respondents of the Study

There are a total of 250 student leaders, Fourth year college level 100 Liberal Arts and 150 students for BS Elementary and Secondary Education major. Thirty percent of the total population was chosen to be respondents having identified them as student leaders as required by the Student Development Office of Jose Rizal University, and this was also suggested by the panelists during the proposal defense. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling was used upon the identification of student leaders among the graduating students of liberal arts and education majors who were willing to undergo the training and available for four consecutive Saturdays of August 2019. Hence, the researchers got a satisfying number of 30 students, good enough for one training class. Purposive sampling is a non-probability sampling method, and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Definition taken from Valerie J. Easton and John H. McColl's Statistics Glossary v1.1)

Instrument/s of the Study

With the coordination of the Student Development Office and the JRU Marketing and Communications Office, it was identified that the students of Jose Rizal University have the necessary hard skills and lack soft skills. This was learned during focus group discussion with MCO (Marketing and Communications Office) of Jose Rizal University and the Student Development Office. When this was identified, the researchers conducted life orientations program to liberal arts students,

education majors, and student leaders of academic and non-academic organizations of JRU, cascading to two classes of participants and learners at 40 and 35 participants per class respectively as recommended by the Student Development Office. Upon the conduct of life orientations, for a period of 4 Saturdays 7 hours a day per training day, the Student Development Office started to develop another program entitled Cornerstones to augment the training needs of the students outside of their academic endeavors. The program Cornerstones develops key interpersonal strategies and skills to manage self and function effectively and cooperatively as a student and future professional in a range of personal and professional environments. The program also creates understanding of a holistic mind-set and emphasizes techniques for identifying and evaluating opportunities and presentation of self to the academic and professional settings.

The Life Orientations Program was delivered as a series and was designed to build the skills students need to improve their personal professional performance become capable of independent thought and action, who work well with themselves, others, the community. The program also aimed to develop the personal and professional skills of students as individuals who self-manage and are self-aware. On the other hand, the program also provided opportunities for students to develop their knowledge, confidence, independence, communication skills and critical thinking abilities in particular, students will have the opportunity to build their personal and professional profile while working with others to explore and present insights as regards to their personal lives and decisions when addressing personal issues and problems. From here, the Life Dynamics came about. This was a period of two years starting school year 2017-2018, that stemmed from Life Orientations. Pretest was conducted of which upon the analysis of results were evaluated, key strengths and weaknesses were identified that led to the development of ASCEND as fully presented.

Following the protocol of conducting research, the researcher has obtained an approval from the Student Development Office and the Dean of the College of Liberal Arts, Criminology, and Education. The researcher conducted conducting a seminar on Life Orientation with the staff of the Student Development Office. Life Dynamics surveys were distributed. The survey was designed by Katcher and Atkins in 2002, modified according to the setting in the Philippines by Ms. Gem Zabala in 2015, and re-modified by the researcher upon the recommendation of Ms. Zabala. Values Clarification worksheets were also distributed. Trainings were conducted for purposes of pretest, and conducted after to be able to measure the soft

skills development of the graduating students through the use of ASCEND to sustain its impact from Life Orientations and/or Life Dynamics.

Data Collection and Analysis

Data on the respondents were tabulated and computed. Statistical tools were used to determine the development and evaluation tool for soft skills development among students. The following statistical instruments were used in the treatment of the data.

1. Weighted mean

Weighted Mean was used to determine the status of the respondents in terms of speaking proficiency and customer relations. The formula is

$$WA = \frac{TW}{N}$$

Where:

WA = weighted average

TW = the sum of the products of frequencies and weight

N = total number of respondents

This was used for SOPs 1, 2, 4, 5.

2. T- test for dependent data

T-test is often called **Student's T test** in the name of its founder "Student". T-test was used to compare two different set of values. It was performed on a small set of data. T test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T test uses means and standard deviations of two samples to make a comparison. The formula for T test is given below:

$$t = \frac{\frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}}$$

This was used for SOPs 6, 7.

3. Person product moment of correlation (r)

This was used to measure the degree of relationship between two variables. The following was used to interpret the computed *r*.

	Coefficient, <i>r</i>	
Strength of Association	Positive	Negative
Small	.1 to .3	-0.1 to -0.3
Medium	.3 to .5	-0.3 to -0.5
Large	.5 to 1.0	-0.5 to -1.0

<https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

The computed r was tested for its significance using critical values for r .

4. Likert Scale

A survey scale represents a set of answer options - either numeric or verbal - that cover a range of opinions on a topic. It was always part of a closed-ended question (a question that presents respondents with pre-populated answer choices). So, what is a Likert scale survey question? It's a question that uses a 5 or 7-point scale, sometimes referred to as a satisfaction scale that ranges from one extreme attitude to another. Typically, the Likert survey question includes a moderate or neutral option in its scale. Likert scales (named after their creator, American social scientist Rensis Likert) are quite popular because they are one of the most reliable ways to measure opinions, perceptions, and behaviors. For this study, the following interpretations are used:

Range	Verbal Interpretation
4.5-5.00	Very High
3.5 - 4.49	High
2.5-3.49	Moderate
1.5-2.49	Low
1.0 - 1.49	Very Low

This is was used for SOPs 1, 2, 4, 5

Result and Discussion

Life Dynamics resulted to ASCEND as behavioral program for student leaders to develop soft skills. This is an integration of education, innovation, and leadership. ASCEND trains university students to do active community participation. For instance, if their student and professional organizations face a particular social problem, they can use their skills to research the causes and possible solutions of the problem, work with others by listening and collaborating on developing a solution, and then present their views and solutions as citizens to their members.

A-Achieving Excellent English for the Professional Environment:- This course combines specialized classes in International Business English communication skills and concepts with general English language skills. This course is designed to give students the English skills they need to work effectively in today's global marketplace. English skills and vocabulary are developed through exercises, case studies, role plays and research on business and social topics.

S-Self Awareness for Behavior Management:- This course will provide learners with the knowledge and skills to self-reflect, understand emotional intelligence and the various learning styles. As well as outlining the various personality types, and theories surrounding emotional intelligence, this section will provide you with all the resources, diagrams and descriptions of some of the most important models regarding self-awareness, such as Maslow's Hierarchy of Needs, the Johari Window, Force Field Analysis, Life Orientations.

C-Communicative Competence for Professional Purposes and Intercultural Sensitivity:- It is common knowledge that in today's increasingly globalized world problems of intercultural understanding and communication are becoming more and more important. Living in a multicultural world and interacting with people from different cultural backgrounds is not easy if you have not developed "intercultural sensitivity," a specific feature that shows the ability of students to see and understand cultural differences, and "intercultural competence", the ability to think and act in an inter-culturally appropriate way. The course is devoted to communication between different cultures and includes the study of two aspects of intercultural communication – theory and practice.

E-Enhancing people's economic capacity and people's coping strategies for reducing disaster risk:- This course is intended to provide fundamental understanding of different aspects of Disaster Management. It will expose the students to the concept and functions of Disaster Management and to build competencies of students to be ready for disaster management professionals. It would also provide basic knowledge, skills pertaining to Planning, Organizing and Decision-making process for Disaster Risk Reduction. This also includes strengthening people's economic capacity, enhancing people's coping strategies, firming up social and organizational support structures, accessibility of health and medical services, and advocacy and positive influence.

N-Nature of communication, principles and functions for values clarification:- This course guides the students to examine their beliefs, attitudes and values behind decisions and actions including whether behavior matches stated beliefs, evaluating consequences of choices and developing a process that will enable the development of personalized value.

D-Discipline of communication for leadership and soft skills for campus and social sustainability:- This course is designed for participants to work collaboratively to build an empirical model of effective leadership based upon their own

observations and personal experience, as well as professional research findings on the discipline of communication. The empirical model on campus sustainability consists of an operational definition of leadership; identification of the essential qualities and characteristics of leadership; and specific skills necessary for students to realize their unique potential as leaders in campus sustainability and social and community sustainability.

Student leaders of Jose Rizal University all have undergone ASCEND for them to be holistic community leaders. Upon graduation, they serve their respective communities as manifested in behavior management Alumni of the university also serve Jose Rizal University in various campus student development programs that revolve the university's Go Green Campaign. The primary purpose of ASCEND is to develop individuals holistically for them to serve their communities with their innate sense of service and purpose.

Conclusion

ASCEND resulted to the human element factor of all students. Student leaders of Jose Rizal University acquire and develop soft skills for strengths and behavior management. True to the university core values, being responsible, courteous, considerate, and living in utmost integrity, ASCEND develops accountability, self-regard, responsibility, openness, and role-fit of purpose and service. Amid technology and globalization, the clarification of values among students is what the Jose Rizal University implements among its students. The human element is what we need to have a firm grasp on behavior management. The elements of awareness from life dynamics have developed to a series of psychometric instruments for ASCEND. Each element measures one aspect of a person or relationship. Together, these instruments comprise the backbone of ASCEND.

The purpose of all the elements of awareness is to provide information for expanding self-awareness firsthand. Increased self-awareness improves understanding of why people behave in the way that they do, how they interact, and the relation between behavior and consequences in the personal and professional environment. The result is greater effectiveness as students, leaders, managers, or team members.

Using ASCEND as a behavioral program for student leaders of Jose Rizal University further translates values clarification in the contextual and situational human elements in developing soft skills bringing forth execution culture and actionable ways for behavior management.

Recommendations

In view of the findings and conclusions arrived in this study, the following recommendations are herewith forwarded:

1. Industry partners should hire employees who are fresh out of college so as to inculcate in them the core values of the organization. In such a way, these values acquired will be present in their leadership styles, soft skills and their day to day lifestyle, as they grow within the organization.
2. Student leaders should have ample background in behavioral sciences, psychology, marketing, management or education. Male employees should be trained more on feelings and emotions, behavior and attitudes while female employees should be given more training on lateral thinking, systems thinking, design thinking and critical thinking. All employees should be immersed in the Life Dynamics culture to further have a deeper understanding of human behavior, organizational culture, and soft skills.
3. The Jose Rizal University Life Skills Program shall focus on the following soft skills of which shall be part of the educational components in each of the course and curriculum for that matter, namely: Growth mindset: An ability to learn continuously and willingness to adapt to change; Creativity: Developing new ideas, applying new solutions to address existing problems; Focus mastery: Harnessing concentration to make better short- and long-term decisions; Innovation: Improving upon an existing idea, concept, process or method to achieve a desired outcome; Communication skills: Interpreting information through speaking, listening and observing; Storytelling: Organizing thoughts and data points into a comprehensive, holistic narrative; Culture awareness: Ability to effectively interact, work and develop meaningful relationships with those of various cultural backgrounds within the organization; Critical thinking: Objective analysis and evaluation in order to form a judgment on a topic; Leadership: Providing guidance within an organization; Emotional intelligence: Practicing control, expression and observation of interpersonal relationships among people in a workplace
4. The culture within an organization is very important, playing a large role in whether it is a happy and healthy environment in which to work. In communicating and promoting the organizational culture to employees, their acknowledgement and acceptance of it can influence their work behavior and attitudes.
5. When the interaction between the leadership and employees is good, the latter will make a greater contribution to team communication and collaboration, and will also be encouraged to accomplish the mission and objectives assigned

by the organization, thereby enhancing job satisfaction.

6. It is highly recommended that students should balance their hard skills and soft skills. When organizations grow, they find it difficult to manage their staff; be it performance appraisals, staff demands, job training in newer areas and giving them specific objectives. They need candidates with hard skills who can hit the bull's eye once hired and soft skills to fit in the organizational culture.
7. Hard skills are specific, technical abilities that can be defined and measured. Abilities such as computer programming, writing, math, engineering, reading and statistics are hard skills. In case of hard skills, the rules stay the same regardless of which company, circumstance or people one works with.
8. By contrast, soft skills are skills where the rules changes depending on the company culture and people one works with. Soft skills are intangible, and harder to quantify. Manners, etiquette, getting along with others, team playing, listening and kindness are some of the soft skills most required.
9. As the business world is changing very fast and survival of businesses is becoming very difficult companies are affected by a bad hire, resulting in a significantly increased cost-per-hire due to lost time and opportunity, poor performance and the need to recruit and train another worker. Firms keep rethinking the hiring strategies in terms of processes in the pre-hiring engagement and assessments which would help them identify candidates that will make an effective hire. Most of firms prefer using their own standards of hiring. Wrong hiring leads to huge losses in terms of money, organizational culture, rules and norms everything. Organizations have realized that hiring is a creative function which requires its own assessment standard.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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