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Building Resilience Skills among Educational Managers: Latent Content Insights from Talent Development – Training Plans

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Abstract

As contemporary educational organisations face persistent operational challenges and evolving institutional demands, cultivating organisational resilience among their managerial ranks has become imperative. Amid rapid disruption and systemic transitions, educational managers encounter multifaceted pressures that necessitate proactive and sustained capacity-building. This study addresses this demand by investigating how organisational resilience is conceptualised and reinforced through Training Plans designed for Talent Development. Grounded in the Theory of Reasoned Action, this qualitative inquiry employed Latent Content Analysis to examine Training Plans formulated by Filipino and Chinese doctoral students, each offering applied insights into dynamic leadership development and institutional adaptability. The analysis revealed three (3) distinct yet interrelated themes: *Tempering the Tensions*, *Treading toward Thriving*, and *Targeting the Triumphs*. These themes underscore the strategies for enhancing resilience across individual, relational, and systemic dimensions of educational management. Central to these findings is the cultivation of conflict navigation, strategic thinking, and outcome-orientation as foundational resilience skills. The study advances theoretical discourse by asserting that resilience-building is not a passive or incidental process but a deliberate endeavour shaped by belief systems and organisational contexts. Practically, the findings inform the design of training initiatives, enabling educational managers to integrate Organisational Development and Human Resource Management principles to sustain agile, responsive, and future-ready institutions.

Keywords: organisational resilience, educational managers, talent development, training plan, latent content analysis

1. Introduction

In the context of accelerating global and local transformations, organisations are compelled to adapt with agility to maintain relevance and performance (Day & Schoemaker, 2016). As they navigate environments marked by volatility, uncertainty, complexity, and ambiguity (VUCA), alongside conditions that are brittle, anxious, non-linear, and incomprehensible (BANI), the competencies of organisational members have become central to institutional sustainability (Millar et al., 2018). These compounded pressures not only underscore the strategic imperative of understanding internal and external organisational forces (Pedersen & Muhr, 2020), but also intensify the psychosocial and operational burdens borne by employees (Caesens & Stinglhamber, 2019). Longitudinal trends in organisational dynamics highlight the importance of cultivating resilience capabilities to withstand disruption (Cieslak & Valor, 2024), overcome systemic constraints (Schweiger et al., 2018), and navigate socio-economic shifts (Erakovic & Powell, 2006). Sustainability imperatives, post-pandemic restructuring, and labour-related upheavals have made adaptive and continuous capacity-building essential in the 21st century (Lushyn & Sukhenko, 2022). Educational institutions, despite their distinct pedagogical functions and traditional foundations, face similar destabilising forces. They contend with

work-life imbalances, attrition, digital migration, and mental health challenges, placing them under pressure to build resilience comparable to other sectors (Dadvand et al., 2024). The imperative is clear: educational organisations must accelerate resilience-building to remain viable and future-ready.

Educational managers, situated at the core of teaching-learning organisations, are uniquely positioned to design adaptive systems that respond to institutional complexity across the spheres of people, processes, and products they shape and oversee (Greere, 2022; Sarid, 2021). As stewards of their academic institutions, they must be systematically capacitated to anticipate and address evolving challenges that, if left unattended, may result in fragmented workflows, erratic leadership spans, and deteriorating educational outcomes. The consequences of such neglect are far-reaching; when institutional processes stagnate, the integrity and effectiveness of the organisation decline, ultimately compromising student development (Beycioglu & Kondakci, 2021). This underscores the urgency of equipping educational managers with both theoretical grounding and actionable strategies for cultivating resilience. Defined in educational literature as the dynamic capacity to counter disruptions, realign internal operations, and renew institutional direction while sustaining the mission of learning and formation, organisational resilience is indispensable to the long-term viability of schools (Yuan & Huang, 2021). A lack of resilience among educational managers may lead to reactionary decision-making, diluted values, and weakened leadership credibility (Siltaloppi et al., 2019), while its presence enables managers to adapt constructively and maintain continuity in the face of adversity (White & Mpamhanga, 2024).

Organisational resilience has increasingly become a focal point within the fields of Organisational Development (OD) and Human Resource Management (HRM), particularly in the context of building talent pipelines (Khan et al., 2017), strengthening institutional systems learning (Evenseth et al., 2022), and developing contingency frameworks responsive to disruption (Nyaupane et al., 2020). Within this scholarly and practical discourse, capacity-building for educational managers emerges as a critical undertaking, particularly given their unique role in navigating institutional dilemmas and ethical decision-making. Conventional modalities for resilience-oriented development include professional learning communities, mentorship and supervision, leadership simulations, and reflective workshops (Owen & Wong, 2020), all designed to enhance both technical and interpersonal competencies. Central to these initiatives are Training Plans, which function as strategic blueprints for structured and contextually grounded skill advancement (Aravamudhan & Krishnaveni, 2019). These plans typically integrate authentic organisational scenarios to promote practical engagement and contextual sensitivity (Nicholls et al., 2015), while occasionally drawing from analogical fields such as healthcare, business, and behavioural sciences to foster transdisciplinary transfer of knowledge (Cummings & Worley, 2015). This intentional design enables educational managers to translate cross-sectoral strategies into actionable interventions aligned with their institutional mandates and evolving organisational contexts.

This qualitative inquiry is situated within such a transdisciplinary context. Unlike most inquiries on organisational resilience, which centred on systematic review and quantitative metrics (Hillmann, 2021; Hillmann & Guenther, 2021), this study explores organisational resilience from the lens of a seldomly used corpora of data: Talent Development – Training Plans. These Training Plans, originally crafted by Filipino and Chinese doctoral-level students enrolled in an

advanced OD and HRM course in a Philippine higher education institution, offer rich and contextually-embedded insights on leadership development, adaptive systems, and organisational behaviour that might be relevant to understanding of how organisational resilience is perceived at the conceptual level. The study departs from the prevailing literature by analysing such documents through a Latent Content Analysis (LCA) to surface implicit themes and patterns embedded in these textual corpora.

While existing research has explored organisational resilience in educational settings in the past (Limon et al., 2021), such inquiries have commonly focused on the development of resilience among classroom teachers (Mullen et al., 2021). There remains a notable gap in our understanding of how organisational resilience is inculcated among educational managers and deepened through qualitative data lifted from Talent Development – Training Plans, particularly in the context of the global south (e.g., The Philippines). Such plans were meticulously formulated by Filipino and Chinese doctoral students with considerable school management backgrounds and who can skilfully connect theoretical, academic, and applied viewpoints. Understanding this specific phenomenon is essential for revealing patterns within tacit organisational logic, leadership and management philosophies, and organisational systems thinking present in the dataset.

Considering these foregoing arguments, this qualitative inquiry purported to answer the **central research question**: *What themes illustrating the deepening of organisational resilience among educational managers may be derived from Training Plans developed within the context of Talent Development?*

2. Literature Review

2.1. People in Focus: Accentuating the Intersection of Work-Life Balance and Humanistic Interventions in Resilient Educational Organisations

Recent discourse in educational management reframes organisational resilience as a strategic, transferable skill essential to talent development and Sustainable Development Goal (SDG)-aligned upskilling. Duchek (2020) conceptualises resilience through anticipatory, adaptive, and transformative capabilities, establishing it as an embedded function. Linnenluecke (2020) likewise highlights its systemic integration, while Medina-Garrido and associates (2023) affirm that institutional support for work-life balance reduces burnout and sustains well-being. Nyakoty and Goronga (2024) stress that emotional capacity and relational trust, fostered by ethical leadership, form the cultural core of resilient schools. Participative models mitigate exhaustion (Ahad et al., 2024), and structurally supported emotional labour enhances commitment (Yao et al., 2025). Mühl and Korunka (2024) further show that flexible scheduling boosts productivity and well-being. Taken together, these perspectives position resilience as a proactive, human-centred strategy for sustainability in education.

2.2. Process in Focus: Accentuating Open Systems and Change-related Mechanisms in Resilient Educational Organisations

Resilience is increasingly recognised as both a transferable employability skill and a strategic necessity for educational organisations facing rapid change. From an open systems perspective, it is maintained through boundary critique, adaptability, and stakeholder integration (Adams &

Lanford, 2021; Midgley & Rajagopalan, 2021). Organisational responses to disruption are shaped by contextual elements such as time, space, and culture (Baker & Welter, 2020). The COVID-19 crisis, for instance, prompted institutions to adopt participatory strategies and responsive resource use to sustain operations and learning (Jack & Pogodzinski, 2024). This shift entails digital reskilling and the evolving of teaching roles toward modular, personalised learning (Abysova et al., 2023). Addressing institutional inertia requires strategic leadership and continuous feedback to foster innovation and long-term quality (Bendermacher et al., 2020; Moradi et al., 2021; Ordonez-Ponce & Khare, 2020). Frameworks like Ability-Motivation-Opportunity (AMO) and Resilience-Intention-Sustain-Endurance (RISE) highlight how human resource development can enhance system-level resilience and support employability (Abysova et al., 2023; Al-Shahwani, 2020; Maher et al., 2020).

2.3. Product in Focus: Accentuating Total Quality Management as the Primary Byproduct of Resilient Educational Organisations

Organisational resilience in education, the institution's ability to anticipate, adapt, and recover from disruptions while maintaining instructional quality, is now viewed as a vital employability skill and a strategic enabler for sustainable development. Within Total Quality Management (TQM), resilience is demonstrated through continuous improvement and responsive adaptation to crises (Yu & Xiang, 2025; Zadok et al., 2024). Leadership commitment and collaborative educator efforts cultivate inclusive cultures that uphold quality and resilience (Konidari & Stathopoulos, 2025). Resilience is further strengthened by strategic innovation, inclusive practices, and learning outcomes (Delgado-Abad, 2022), underpinned by HRM strategies focused on service delivery (Lim, 2022). In the Philippines, curriculum refinement, teacher empowerment, and resource optimisation are key mechanisms for quality-driven resilience (Albert et al., 2023). Institutions exhibiting strong governance, responsive leadership, and stakeholder alignment have advanced resilience agendas (Cabacang, 2021; Gatdula, 2023), supporting global trends that link talent development to sustainability and the pursuit of SDG-aligned lifelong learning.

3. Theoretical Framing

This study is grounded in the Theory of Reasoned Action (TRA) by Fishbein and Ajzen (1975), which posits that behavioural intentions stem from attitudes toward a behaviour and prevailing subjective norms. In the context of educational management, TRA provides a valuable lens for analysing how beliefs and organisational expectations shape professional development efforts aimed at building resilience. The use of LCA to examine Training Plans aligns well with TRA, as these documents implicitly convey stakeholders' values, perceived norms, and strategic intentions. Training Plans act as proxies for institutional attitudes toward leadership development, reflect organizational expectations, and outline targeted actions for cultivating resilience. The thematic patterns that emerge from these texts illuminate the motivational and normative frameworks underpinning capacity-building initiatives. Thus, TRA offers a robust theoretical foundation for interpreting how educational managers internalise and act upon the imperative of organisational resilience.

4. Methods

4.1. Research Design

This qualitative study employed LCA to explore the deeper meanings and institutional intentions underlying educational Training Plans. Unlike traditional Manifest Content Analysis (MCA), which focuses on visible content and frequency counts, LCA interprets implicit themes, ideologies, and context (Bengtsson, 2016; Krippendorff, 2013). LCA is especially suited for uncovering how concepts like resilience and human development are subtly embedded in institutional discourse; elements often missed by MCA's surface-level approach (Graneheim & Lundman, 2004). While methods such as ethnographic observation or phenomenological exploration could have also aligned with the TRA, LCA was deliberately chosen for its capacity to decode textual expressions of intention and belief, constructs central to TRA, directly from the Training Plans. By revealing these underlying narratives, LCA provides richer, more actionable insights that align with a constructivist view of meaning as socially and contextually shaped.

4.2. Instrumentation

The primary source of data for this qualitative study comprised Training Plans for talent development, constructed by early- to mid-career Filipino and Chinese doctoral students ($N = 6$), the majority of whom were under 35 years old and, at the time of the study, enrolled in an advanced course on OD and HRM in Education. Each Training Plan followed a standardised structure, consisting of a situational analysis, defined learning objectives, a theoretical foundation, proposed interventions, and evaluation protocols, allowing for a consistent and systematic comparison of conceptual and strategic orientations. These artifacts were not merely instructional outputs but functioned as reflective, professionally grounded documents capturing the plan designers' implicit beliefs and leadership logics concerning resilience, capacity-building, and organisational adaptability. In the Philippine context, such professional development Training Plans are often developed by industry practitioners and scholars-in-training as part of doctoral-level coursework. In this instance, school leaders and educational managers served as the intended recipients of such capacity-building interventions. As context-sensitive representations of practice-informed reasoning, the Training Plans served as a robust textual dataset for LCA, enabling the identification of underlying themes that reveal how emerging and practicing educational managers perceive and construct resilience within institutional settings. A synopsis of the Training Plans is provided in Table 1, while a representative Training Plan is included in the Appendix.

4.3. Mode of Analysis

This study employed Thematic Analysis to systematically identify and interpret latent patterns within the Training Plans, offering insight into how resilience and talent development are conceptualised in educational management contexts (Ahmed et al., 2025; Nguyen & Sondano, 2023). The method was particularly well-suited for extracting both explicit and implicit meanings from structured textual data, enabling the analysis of embedded assumptions and organisational strategies (McLeod, 2024). By integrating both inductive and deductive coding processes, the inquiry drew on TRA, while allowing salient themes to emerge directly from the data (Aksay & Sendogdu, 2022). Following Braun and Clarke's (2013) six-phase model, namely: data familiarisation, initial coding, theme generation, theme review, theme definition,

and report production; the researchers ensured a rigorous and consistent analytic process. All researchers participated in the Thematic Analysis, ensuring triangulated insights across the dataset. To further establish the reliability of coding, a 20% subset of the data was further independently coded and yielded an intercoder agreement of approximately Cohen's $\kappa \approx .80$. This level of reliability underscored the clarity of coding decisions and reinforced the analytical credibility of the study. The authors also jointly engaged in the analytical process of naming the themes and sub-themes, attending to conceptual coherence, linguistic clarity, and methodological rigour to ensure that each category accurately encapsulated the underlying codes across all processed Training Plans; while being mindful of their biases and prejudices.

TABLE 1. THE OVERVIEW OF THE TRAINING PLANS USED AS CORPORA OF DATA ($N=6$).

TRAINING PLAN CODE	SYNOPSIS
Training Plan 1	The Training Plan revolves around enhancing organisational change and restructuring through participatory and strategic intervention. The capacity-building activities and interventions focused on the application of theories to real-world challenges. Each is crafted to immerse participants in diagnosing organisational issues and designing inclusive and adaptive intervention responses. Implementing these change strategies aligned with mission, structure, and stakeholder needs.
Training Plan 2	The Training Plan revolves around scenarios such as declining market share and customer satisfaction, structural inefficiencies rooted in bureaucratic systems, strategic misalignment between goals and execution, employee disengagement in change efforts, and stagnation in total quality management. The proposed interventions focus on equipping educators to conduct root cause analysis using diagnostic data, strengthening leadership to promote grassroots transformation through distributed governance, and anchoring organisational values to foster sustained stakeholder alignment and commitment.
Training Plan 3	The Training Plan revolves around three workplace scenarios that expose key organisational challenges: lack of a formal work-life balance policy, rigid HR systems, and high turnover risk. The capacity-building activities and interventions for educators centered on developing resilient leadership, aligning HR practices with employee realities, and fostering a culture of support to retain top talent.
Training Plan 4	The Training Plan revolves around enhancing educators' competencies in OD and HRM through the practical application of theory to real-world organisational challenges. Capacity-building interventions focused on analysing structural changes and their impact on HRM and performance systems, designing aligned appraisal frameworks for cross-functional teams, and applying best practices to evaluate outcomes. These efforts promote a holistic and strategic orientation to educational leadership and management.
Training Plan 5	The Training Plan revolves around enhancing OD and HRM capabilities among current and aspiring leaders navigating organisational change and complexity. Framed within a strategic transition scenario, it allows participants to address leadership challenges and systemic misalignments. Capacity-building activities focus on applying OD diagnostic tools and HRM frameworks to craft evidence-based strategies. Through simulations, collaborative analysis, and reflective exercises, participants cultivate systems thinking, strategic planning, and change leadership skills vital for fostering innovation and resilience across varied contexts.

Training Plan 6	The Training Plan revolves around an educational organisation that encounters balanced challenges amongst its economic, social, and ecological outcomes. The capacity building activities and interventions for educators centered on leveraging Network Development Interventions (NDI), and fostering stronger internal and external networks to support long-term, triple bottom line success.
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Source: Constructed by all of the authors; Refined by the first author (2025)

4.4. Ethical Considerations

The study did not involve human participants, nor did it require the collection of personal data, and thus was exempt from procedures typically associated with human subject research, including informed consent. The data corpora consisted solely of Training Plans produced by Filipino and Chinese doctoral students as part of a formal academic requirement in an OD and HRM in Education course in a Philippine higher educational institution. These documents were developed in response to case analyses adapted from a published textbook. To uphold intellectual property rights and avoid copyright infringement, the study did not reproduce or analyse the original case materials; rather, it focused exclusively on the students' original responses and interpretive strategies. All Training Plans were anonymised prior to analyses, ensuring the confidentiality of contributors and the integrity of the research process.

5. Results and Discussion

5.1. Tempering the Tensions: Cultivating Resilient Educational Managers

The first theme encapsulates the developmental imperative of preparing educational managers to develop resilience in navigating organisational complexity through adaptive learning and continuous upskilling. At its core is the understanding that cultivating resilience is not only a matter of institutional systems but also a reflection of individual capacity and openness to learn. Two sub-themes emerged in the first theme, namely: *Training for Teachable Educational Managers* and *Taming the Budding Tensions through Continuous Development*. The former captures the intentional shaping of educational managers' adaptive capacities, while the latter emphasises sustained learning as a means to pre-empt, recognise, and manage early signs of organisational strain. Together, they portray resilience as a cultivated, rather than innate, quality within education systems undergoing rapid policy reforms, shifting stakeholder expectations, and internal realignments.

5.1.1. Training for Teachable Educational Managers

The Training Plans 1, 2, and 4 converged in their focus on building adaptive leadership as a foundational element of resilience among educational managers. These plans position professional learning agility as a core trait of effective school managers, particularly in contexts characterised by organisational turbulence and stakeholder complexity. The Training Plan 1 foregrounds diagnostic and critical thinking skills among mid- to senior-level school managers. The lead trainer who crafted the Training Plan 1 intended that their participants are to be trained to lead change from within, transforming internal conflict into actionable pathways for institutional coherence. Its content aligns with open systems theory by encouraging educational managers to scan, interpret, and respond to internal and external pressures (Earl-Rinehart & Alcorn, 2019).

Additionally, the Training Plan 2 complemented this view by adding a dual focus: the strategic orientation for veteran school managers and the operational acuity needed by newly appointed ones. While experienced principals and school managers were trained to apply management skills across contexts, new leaders were introduced to systematic organisational self and personnel diagnosis. In this regard, the logic of TQM becomes relevant. In this Training Plan, the lead trainer ensured that both cohorts were guided to engage in ongoing performance evaluation and continuous improvement. Chang (2005) argued that these are tagged as critical tenets of TQM, thereby allowing for the construction of adaptable solutions among organizational leaders grounded in systemic analysis and collaborative refinement.

Further, the Training Plan 4 revealed how strategy, structure, and people practices intersect within educational management. The lead trainer who crafted this plan intended for the participants to be placed in real-world cases and reflective scenarios to exercise leadership beyond task management. Daniëls and collaborators (2021) emphasised that fostering teachability among educational managers is not a one-time event but a dynamic interplay of feedback, role clarity, and strategic implementation. Across the Training Plans in this sub-theme, convergence lies in their shared commitment to shaping educational managers who are proactive and open to recalibration. Divergence arises in the emphasis; Plan 1 stresses critical reasoning, Plan 2 dwells on intervention design, and Plan 4 centres on relational and communication dimensions of leadership. Collectively, they affirm that resilient organisations require teachable leaders, especially those willing to reframe challenges as opportunities for organisational evolution.

5.1.2. Taming the Budding Tensions through Continuous Development

The Training Plans 1, 4, and 5 collectively articulated the centrality of ongoing capacity-building in mitigating organizational tensions before they escalate. In Training Plan 1, the learning design of the lead trainer reinforced the utility of stakeholder engagement and collaborative problem-solving as mechanisms for defusing latent organizational stressors. The stream of OD lessons emanating from this Training Plan aligned with open systems thinking. Brion (2021) posited that by simulating dynamic interactions within schools and modelling how reflective leadership and adaptive feedback loops reinforce each other, educational managers enhance institutional responsiveness to any organisational crisis.

Moreover, the Training Plan 4 extended such a notion by situating leadership and management practices at the junction of competing demands being manifested by teachers, parents, students, and systemic accountability structures. The pool of activities curated by the lead trainer in this Training Plan highlighted the need for robust communication infrastructures and emotionally intelligent leadership. Continuous development was not framed as a technical skill-set upgrade, but as a practice of relational recalibration in the face of uncertainty. In this regard, WLB theory offers valuable insight. Marsh and associates (2023) averred that school leaders who are better equipped to harmonise conflicting institutional roles are more capable of sustaining long-term well-being, both individually and organisationally.

Furthermore, the Training Plan 5 deepened the sub-theme by exploring the interpersonal and emotional terrain of organizational tensions. By embedding trust-building exercises, the lead trainer of the Training Plan aimed to cultivate psychological safety. In the literature, Liu and Keller (2021) expounded that psychological safety is a prerequisite for innovation, resilience, and shared accountability. It extends the argument that resilience is not merely structural but

profoundly human. Consistent with change management principles, Tasic and fellows (2019) noted that organisational resilience is an emotional and relational journey rather than a procedural compliance. Across the Training Plans in this sub-theme, Plan 1 provided the cognitive tools, Plan 4 emphasised systemic navigation, and Plan 5 delved into affective integration, thereby offering a comprehensive schema for resilience-building through continuous learning among educational managers.

Evidently, the Thematic Analysis of the Training Plans under Theme 1 suggests several recommendations for strengthening organisational resilience among educational managers. First, professional development must be situated within a model of lifelong learning, where diagnostic, interpersonal, and adaptive capacities are continuously exercised and refined. Second, institutions must move from leader-dependent initiatives toward systems of distributed leadership, where resilience is embedded across roles and functions. Third, training designs must mirror the open-system nature of schools, acknowledging external pressures, internal feedback, and the importance of aligning people's practices with evolving strategy. In essence, the enduring value of these interventions lies in their capacity to cultivate self-aware, systems-literate, and emotionally intelligent educational managers; those who do not merely endure disruption, but transform it into a condition for organisational renewal.

5.2. Treading toward Thriving: Recalibrating Educational Management Processes for Adaptive Resilience

The second theme encapsulates the role of strategic organisational recalibration as a key driver of resilience in educational settings. At its core is the understanding that diligent planning, holistic thinking, and stakeholder engagement are crucial for adapting to change. Two sub-themes emerged in the second theme, namely: *Tweaking the Organisational Tactics and Strategies* and *Turning Around the Turbulent Organisational Systems*. The former captures the shift from reactive responses to proactive, data-driven planning, while the latter emphasises system recovery through procedural redesign and collaboration. Together, they portray resilience as a dynamic process of aligning structures, strategies, and people to sustain adaptability and development in education.

5.2.1. Tweaking the Organisational Tactics and Strategies

The Training Plans 1 to 6 converged in their focus on cultivating a paradigm shift in strategic thinking from passive response to active adaptation, emphasising that strategy formulation must balance the relationship between data diagnosis and stakeholder collaboration and viewing it as an important component of education managers' resilience building from theory to institutional internalisation. These plans position professional training with contextual similarities, identifying organisational strategies and strategic bottlenecks, and strengthening organisational system resilience as core characteristics of effective managers, thereby continuously improving the organisation's ability to adapt to internal and external changes.

The lead trainer who crafted the Training Plan 1 intended the participants would adopt a more proactive and systematic mindset while executing change strategies, ensuring that the restructuring process aligns with the mission, structure, and requirements of stakeholders. Glisson and associates (2012) posited that organisational reform ought to emphasise social context, including the influence of organisational structure, culture, and climate. The more an organisation's social context is clarified, the more effective the organisation is perceived.

The Training Plan 2 complemented this view from a methodological standpoint, emphasising that organisational strategy calibration can optimise organisational structure and cultural atmosphere through systematic diagnosis, combining qualitative and quantitative data and stakeholder collaboration, thereby increasing the organisation's resilience to change. In this Training Plan, the lead trainer ensured that the participants addressed the disparity between strategy and execution by reforming the comprehensive governance management process and promoting distributed leadership, aligning with Shet's (2024) assertion that empowerment was essential in a VUCA environment.

The Training Plan 3 proposed that the resilience strategies be linked to the policies of the local education sector. The lead trainer who crafted this plan intended participants to augment their contextual sensitivity and localization skills while improving their resilience policy design abilities to avert the reemergence of systemic blocking issues. To prevent mechanical application, methods must be formulated in conjunction with local restrictions, cultural context, and resource limitations. This aligns with Schensul's (2009) perspective on examining the science of systemic intervention through the four dimensions of science, community, culture, and sustainability.

The Training Plan 4 improved the capacity to connect theory and practice by emphasizing the conversion of OD and HRM theories into practical problem-solving strategies grounded in human experience. The lead trainer who crafted this plan intended to expose any deficiencies in the organisational structure via the participants' personal experiences, enhance the participants' appreciation of organisational complexity, and elevate the participants' collaborative and empathetic leadership skills. This aligns with Sarid and collaborators' (2021) proposal for an ecological model of school openness, which asserted that strategic design should include multiple perspectives and that training must foster cross-functional collaboration and stakeholder management skills.

The Training Plan 5 emphasised the cultivation of dynamic systems thinking and the enhancement of participants' ability to formulate predicted solutions. In this Training Plan, the lead trainer ensured a transition for participants from an experience-based decision-making model to one grounded in evidence while also reorienting leadership focus from problem-solving to opportunity creation. This corresponded with Barends and fellow's (2014) viewpoint that optimal decisions must be based on a synthesis of critical thinking and the most credible data. The core principle of evidence-based practice is that informed judgments must be founded on a synthesis of critical analysis and the most credible data accessible.

The Training Plan 6 advanced the view of organisations as dynamic adaptive systems that balance economic, social, and ecological aspects to promote sustainable value generation. The lead trainer who crafted this plan intended for participants to utilise NDI, a systematic strategic approach, to foster a thorough comprehension of the organisational ecosystem, including internal structure, external environment, and stakeholder network, thereby enhancing the ability of education professionals to improve organisational design. This corresponded with the concept of network as an information pipeline in the Flow Model proposed by Borgatti and Halgin (2011).

Across the Training Plans in this sub-theme, convergence lies in the objective of enhancing educational managers' ability to reformulate organisational strategies through systematic thinking, stakeholder engagement, and data-driven decision-making, thereby strengthening organisational resilience and fostering sustainable development. Divergence arises in the

emphasis: Plan 1 prioritises the comprehensive transformation of strategic thought; Plan 2 seeks to address barriers to organisational change through diagnostic data; Plan 3 focuses on improving capacity for cross-industry policy adaptation in education; Plan 4 investigates the connection between personal experience and theoretical frameworks; Plan 5 highlights situational simulation and proactive intervention; and Plan 6 is committed to the practice of aligning internal and external stakeholders to create an organisational resilience network. Collectively, they emphasise that resilient organisations require leaders who can constantly adapt, learn, and change in order to build resilience within educational institutions.

5.2.2. Turning Around the Turbulent Organisational Systems

The Training Plans 2, 3, 5, and 6 collectively articulated a method of transforming unstable organisational systems into adaptive, resilient networks capable of withstanding internal and external disruptions. In Training Plan 2, the learning design of the lead trainer focuses on translating vision into actionable activities through TQM training and role-playing with stakeholders, grounded in a thorough organisational diagnosis. To address systemic disruptions such as cultural misalignments, burnout among educators, and a decline of trust within educational communities, training plays a crucial role in successful TQM implementation, with various approaches and organisational aspects influencing its effectiveness (Oakland & Waterworth, 1995). Furthermore, Lesha (2017) highlighted that active learning methods, particularly role-playing, enhance participants' skills and self-efficacy in managing complex challenges.

Moreover, Training Plan 3 advanced cognitive rigor through inquiry and peer diagnostics to inculcate organisational resilience in educational leadership. Peer learning partnerships can build organisational resilience in schools through knowledge sharing, resource mobilisation, and social capital development (Godfrey & Muñoz-Chereau, 2024). The lead trainer of the Training Plan reinforces the use of problem-oriented, inquiry-driven, and Socratic methodologies by educational management, fostering systemic thinking through scenario analysis. In fact, role-playing scenarios is an effective approach for developing not only personal attributes but also resilience capabilities in future leadership (Hillmann et al., 2018).

Additionally, Training Plan 5 provides a distinct perspective to the discussion of educational resilience by framing organisational turbulence as a strategic turning point rather than a breakdown. In this Training Plan, the lead trainer ensured the use of high-conflict examples and incorporated the Burke-Litwin Model with Action Research. The Burke-Litwin Model is a diagnostic tool for assessing factors influencing organisational success. It differentiates between transformational and transactional factors such as leadership and culture, as well as procedures and structures. It facilitates discovering underlying causes by visualising twelve interrelated dimensions. Such an approach is beneficial for setting action goals during a period of organisational change (Martins & Coetzee, 2009).

Training Plan 6 leverages NDI to build capacity among educational leaders and stakeholders. The lead trainer of the Training Plan desired to move beyond internal redesign by emphasising network development as an instrument for establishing adaptive capability among educational leaders and stakeholders, transforming segmented systems into resilient, interactive networks. It is based on principles of sustainable transformation and aligns with the triple bottom line (social, environmental, and economic objectives), fostering resilience as both a verifiable condition and an administrative competence that enables organisations to withstand disruptions

while sustaining progress toward long-term goals. Hasyim and Bakri (2024) charted the impact of sustainable development training on community resilience marketing, enhancing participants' knowledge and promoting collaborative practices. The interconnectivity of partnership is vital for implementing effective strategies and ensuring the longevity of knowledge created to collaboration (Holman, 2013). Across the Training Plans in this sub-theme, Plan 2 provided capacity for transformation, Plan 3 resilient leadership development, Plan 5 strategic change readiness, and Plan 6 collaborative and resilience-building.

Evidently, the Thematic Analysis of the Training Plans under Theme 2 suggests several recommendations for strengthening organisational resilience among educational managers. First, organisational resilience must be strengthened by transforming managers' attitudes from passive to active responses and by always developing and refining dynamic strategic processes using calibration tools such as performance metrics, scenario analysis frameworks, and benchmarking systems. Second, organisations should prioritise a stakeholder-participatory system reconstruction strategy, wherein stakeholders collaboratively create solutions to address profound challenges and improve organisational resilience. Third, the training design should incorporate the use of adverse event simulations as an opportunity for systematic learning and procedural improvement, clearly conveying the situational and operational contexts to trainees so as to facilitate the transfer of knowledge across domains. In essence, the value of these interventions stems from their capacity to empower education professionals to perpetually identify issues through acquired methodologies, address problems scientifically, and consistently improve organisational resilience to foster sustainable development within the organisation. Together, they offer a unified approach to navigating change and sustaining procedural transformation.

5.3. Targeting the Triumphs: Aligning Educational Management Outcomes with Resilient Productivity

The third theme encapsulates the strategic imperative of aligning educational leadership development with organisational resilience and productivity goals. At its core is the understanding that resilient productivity is not simply the continuity of outputs, but the deliberate cultivation of systems that adapt, integrate, and evolve in response to internal and external complexities. As Duchek (2020) and Linnenluecke (2020) suggested, resilience in education requires the reconfiguration of capabilities, relationships, and metrics to ensure that performance is sustained even amid volatility. Two sub-themes emerged in this third theme, namely: *Tracking and Sustaining Talent Trajectories* and *Tuning Actions Toward Impact and Visibility*. The former captures how talent development infrastructures scaffold institutional continuity, while the latter underscores how visibility and strategic positioning amplify leadership influence. Together, they portray resilience not as mere reactive stability but as a proactive and systemic alignment of people, processes, and purpose.

5.3.1. Tracking and Sustaining Talent Performance Trajectories

The Training Plans 2, 4, 5, and 6 converge in their focus on demonstrating a clear and aligned approach to performance sustainability as a system-wide leadership function. These plans position talent development not as isolated upskilling but as an embedded feature of educational resilience. The lead trainer in Training Plan 2 emphasised the importance of aligning performance management systems with institutional strategy. Through the strategic use of feedback loops, organisational diagnostics, and support mechanisms such as targeted training,

participants will be taught to develop systemic acuity in identifying and addressing performance gaps. This aligns with Chang's (2005) interpretation of TQM as a feedback-rich environment where continuous improvement becomes a shared leadership task.

In Training Plan 4, the lead trainer designed a hands-on leadership intervention focused on action planning as a vehicle for long-term talent development. By embedding OD and HRM principles into practical exercises, the trainer designed the plan in a way that the participants will be anticipating institutional challenges, establishing accountability mechanisms, and engaging in reflective problem-solving. The trainer structured the sessions to include iterative self-assessment and adaptive planning, encouraging leaders to continuously recalibrate their strategies and performance goals. This approach not only fostered differentiated talent pathways but also activated institutional learning loops that promote resilient productivity and systems-level improvement (Teece, 2018). Through this design, the trainer can cultivate a leadership culture rooted in strategic foresight and accountability, as well as critical capacities for sustaining meaningful change in complex educational environments.

Meanwhile, the lead trainer in Training Plan 5 offered a more diagnostic and psychological perspective by inviting participants to explore the cultural underpinnings of performance dysfunction. Through exercises such as peer feedback, group analysis, and reflective synthesis, the trainer constructed a psychologically safe space conducive to vulnerability and candour. These are the elements that Nyakoty and Goronga (2024) and Liu and Keller (2021) deemed as essential for transformational leadership. Moreover, the strategic use of HRM models can encourage participants to develop sustained interventions grounded in performance data.

In Training Plan 6, the lead trainer extended the scope of talent development by integrating ecological consciousness and social accountability into the leadership learning process. Through the strategic use of NDI, such as network mapping, capacity benchmarking, and collaborative visioning, the trainer encouraged participants to move beyond technical skill-building and embrace systems-based leadership. Rather than treating talent as an isolated individual trait, the trainer guided educational managers to situate leadership within interconnected institutional, environmental, and societal ecosystems. By framing talent development as a collective and sustainable endeavour, the trainer reinforced a trajectory of performance grounded in interdependence and long-term impact. Reflecting the framework of Bendermacher and fellows (2020), the intervention emphasised that cultivating quality culture in higher education requires participatory, multi-level governance, underscoring that resilient leadership must be inclusive, dialogic, and oriented toward the future.

While these plans converged in their emphasis on performance tracking, Training Plan 3 diverged slightly in focus. Rather than focusing on performance per se, the lead trainer in Plan 3 crafted a culminating policy development exercise that prioritised systemic responsiveness and boundary-spanning leadership. Maher and associates (2020) advocated for such approaches, noting that educational leaders must be adept at navigating policy ecosystems as part of their adaptive portfolio. Therefore, although not explicitly performance-driven, Training Plan 3's orientation to policy aligns with Open Systems Theory and strengthens institutional flexibility.

Across the Training Plans under this sub-theme, convergence is evident in their shared commitment to embedding performance sustainability as a core strategy for resilient educational leadership. Training Plans 2, 4, 5, and 6 collectively emphasise the shift from episodic performance evaluation

toward continuous, developmental, and context-sensitive talent cultivation among educational managers. These are anchored in feedback loops, psychological safety, cultural diagnostics, and networked accountability structures. Divergence is observed in the specificity of each plan's intervention: Plan 2 integrates visibility strategies within TQM systems to recalibrate organisational alignment; Plan 4 emphasises personalised action planning as a vehicle for performance transformation; Plan 5 incorporates a strategic workforce planning simulation to prepare educational managers for high-stakes decision-making; and Plan 6 links leadership roles to institutional sustainability through ecological and social frameworks. On the other hand, Plan 3 diverges in form, focusing on policy-based agility and boundary-spanning leadership. Nevertheless, this divergence remains synergistic, reinforcing the broader paradigm that resilient productivity stems from adaptive thinking and institutional responsiveness.

5.3.2. Tuning Actions toward Impact and Visibility

The Training Plans 1, 2, 3, 5, and 6 collectively articulated an intentional shift toward translating leadership actions into visible, measurable institutional influence. The lead trainer of Training Plan 1 structured the sessions to ensure alignment between personal leadership practices and institutional philosophy, thereby fostering strategic congruence. Drawing from Open Systems Theory, the trainer emphasised that leadership effectiveness is heightened when internal decisions are anchored in responsiveness to external demands (Midgley & Rajagopalan, 2021). Participants were encouraged to ground their professional identity in organisational relevance, transforming abstract vision into operational influence.

In Training Plan 2, the lead trainer positioned visibility as a strategic tool for driving institutional transformation, rather than as a peripheral concern. Grounded in TQM principles, the trainer designed sessions that emphasised the generation, interpretation, and strategic use of performance data as key indicators of leadership credibility and organisational resilience. Participants were guided to move beyond tracking outcomes and instead engage in adaptive metrics analysis, learning how to use data to recalibrate priorities and narrate institutional progress. Through structured feedback loops, case-based simulations, and storytelling exercises, the trainer intended to cultivate a form of narrative governance, where educational leaders learn to frame data within compelling reform narratives aligned with institutional priorities such as strategic planning objectives and leadership performance metrics. Reflecting Cabacang's (2021) view of visibility as a conscious, data-informed governance function, the trainer embedded this capacity within communication and planning cycles, equipping leaders to steer their institutions with foresight, accountability, and strategic clarity.

The lead trainer in Training Plan 3 adopted a theoretical-practical bridging approach by scaffolding contextualised case studies that culminated in a collaborative policy development exercise. This design positioned participants not merely as policy learners but as collaborative policy architects, capable of aligning OD, HRM, and legal literacy with localised education governance. Implicit in this strategy was an orientation toward strategic visibility, where leadership is demonstrated through the formulation of context-sensitive, theory-informed policy innovations. The plan can instil an evidence-informed advocacy stance, encouraging participants to interrogate institutional constraints and respond with actionable, policy-grounded interventions. This approach aligns with Fullan's (2016) assertion that sustainable reform emerges from the integration of leadership, policy, and practice within educational institutions. Similarly, Delgado-Abad (2022) emphasises that innovation grounded in

institutional realities enhances resilience, an outcome mirrored in this training's emphasis on participatory, systems-responsive policymaking.

Notably, the Training Plan 5 trainer redefined visibility as a core organisational capability. Through metaphor analysis, strategic advocacy simulations, and impact-centred presentations, the training emphasised the need for leadership clarity and communicative precision. Although strong in OD-HRM integration, the absence of structured metrics such as key performance indicators (KPI) or dashboards limited its alignment with TQM's measurement ethos (Konidari & Stathopoulos, 2025).

In Training Plan 6, the lead trainer redefined visibility as a systems-based leadership outcome by embedding talent development within the institution's broader sustainability agenda. Drawing from an ecological perspective, the trainer guided participants to see visibility not as individual recognition but as the result of aligning leadership roles with institutional values and stakeholder ecosystems. Using the NDIs, such as stakeholder mapping, role integration, and collaborative visioning, the trainer intended to facilitate exercises that encouraged interdependence, mission coherence, and contextual responsiveness. Through reflective sessions and strategy co-creation, the trainer could help participants reframe visibility as a relational construct, grounded in meaningful engagement and cross-sector alignment. This approach aligns with the principles of systems leadership in education, which emphasise stakeholder integration, adaptive networks, and moral purpose as catalysts for systemic change (Glowach, 2025).

Across the Training Plans in this sub-theme, convergence is seen in their mutual regard for visibility as a strategic, rather than superficial, construct. Plan 1 prioritised personal alignment; Plans 2 and 3 focused on data-anchored integration; Plans 5 and 6 expanded visibility to include advocacy and ecological engagement. Divergence exists in the degree of formalised metrics and external stakeholder involvement. Yet, collectively, the plans underscore that resilient visibility is the product of systemic alignment between leadership action, organisational communications, and external validation (Greenwood et al., 2023; Zadok et al., 2024).

Evidently, the Thematic Analysis of the Training Plans under Theme 3 suggests several recommendations for strengthening organisational resilience among educational managers. First, institutions must embed longitudinal talent development frameworks that go beyond episodic evaluation and foster continuous growth through coaching, feedback systems, and competency benchmarking (Kravariti & Johnston, 2019). Second, leadership programs should integrate structured visibility metrics, including KPIs, institutional dashboards, and stakeholder engagement indices, to ensure strategic alignment and measurable outcomes (Konidari & Stathopoulos, 2025). Third, network-based collaboration and ecological accountability must be foregrounded in leadership training, allowing educational managers to lead not only within but also across institutional and societal boundaries, reinforcing mission alignment and long-term relevance (Maher et al., 2020). Together, these strategies elevate educational management from operational oversight to strategic stewardship. This form of leadership not only ensures internal coherence but also amplifies institutional credibility, adaptability, and social legitimacy in an evolving educational landscape.

5.4. Thematic Synthesis and Eidetic Insights

The Thematic Analysis culminated in the identification of three intertwining themes that map directly onto discrete yet interrelated skill clusters, actionable interventions, and SDG 4 targets,

thereby underscoring the integrative purpose of the Training Plans (Table 2). Under the thematic category *Tempering the Tensions*, the sub-theme *Training for Teachable Educational Managers* reflects the critical need for cultivating *Emotional Intelligence* among school managers. This connection underscores the value of self-awareness, empathy, and interpersonal acumen in managing educational environments. By engaging with Reflective Journals and Peer Coaching, managers are not only able to enhance their own emotional literacy but also to model emotionally intelligent behaviours across their home institutions. These illustrative actions foster environments conducive to understanding, dialogue, and inclusive growth, thereby advancing SDG Target 4.7, which aims to promote education for sustainable development, peace, and global citizenship. Complementing this, the sub-theme *Taming the Budding Tensions through Continuous Development* aligns with the skill cluster *Conflict Navigation and Resolution*, addressing the capacity to mediate, negotiate, and defuse institutional friction before it escalates into systemic dysfunction.

TABLE 2. THE THEMATIC SKILL CLUSTER-TRAINING PLAN-SDG TARGET MATRIX

THEME (SUB-THEME) [LCA]	SKILL CLUSTER	ILLUSTRATIVE TRAINING PLAN ACTIONS	SDG 4 (QUALITY EDUCATION) TARGET
Tempering the Tensions (<i>Training for Teachable Educational Managers</i>)	Emotional Intelligence	Reflection Journals; Peer Coaching	4.7 (Equip learners with knowledge and skills for sustainable development, human rights, gender equality, peace, global citizenship, and cultural diversity)
Tempering the Tensions (<i>Taming the Budding Tensions through Continuous Development</i>)	Conflict Navigation and Resolution		
Treading toward Thriving (<i>Tweaking the Organisational Tactics and Strategies</i>)	Procedural Innovation	Scenario-based Simulations; Policy Formulation	4.4 (Substantially increase youth and adult skills for decent work and entrepreneurship)
Treading toward Thriving (<i>Turning Around the Turbulent Organisational Systems</i>)	Strategic Thinking		
Targeting the Triumphs (<i>Tracking and Sustaining Talent Performance Trajectories</i>)	Functional Data and Metric Literacy	Key Performance Indicator (KPI) Dashboards; Objectives and Key Results (OKR) Periodic Reviews	4.4 (Substantially increase youth and adult skills for decent work and entrepreneurship)
Targeting the Triumphs (<i>Tuning Actions toward Impact and Visibility</i>)	Outcome- orientation		

Source: Constructed by the first and last author (2025)

Meanwhile, the theme *Treading toward Thriving* encapsulates institutional progression through adaptive capacity and foresight. The sub-theme *Tweaking the Organisational Tactics and Strategies* points to the development of *Procedural Innovation*, a skill cluster crucial for restructuring processes and introducing novel operational flows. Scenario-based Simulations and Policy Formulation Tasks, as illustrative actions, enhance problem-solving capacity and adaptive decision-making; skills aligned with SDG Target 4.4, which advocates for the upskilling of youth and adults

for decent work and entrepreneurship. Similarly, the sub-theme *Turning Around the Turbulent Organisational Systems* is grounded in the skill cluster *Strategic Thinking*, advancing leaders' ability to assess long-term scenarios and reposition organisational goals accordingly.

Finally, within the theme *Targeting the Triumphs*, the sub-theme *Tracking and Sustaining Talent Performance Trajectories* supports the acquisition of *Functional Data and Metric Literacy*, while *Tuning Actions toward Impact and Visibility* sharpens the capacity for *Outcome-Oriented*. Through tools such as KPI dashboards and OKR reviews, educational managers develop an evidence-based lens for decision-making, ensuring targeted, measurable contributions to educational equity and efficacy; both central to the fulfilment of SDG 4.4.

6. Conclusion

This qualitative research aimed to explore the implicit dimensions and deepening of organisational resilience among educational managers by analysing Talent Development – Training Plans. Through LCA, three (3) major themes were drawn from these plans: *Tempering the Tensions*, which emphasises the need for adaptive learning and continuous professional development in navigating resilient and organisational complexities of educational managers; *Treading toward Thriving*, which highlights strategic recalibration of educational processes to enable proactive strategies and system-oriented resilience; and *Targeting the Triumphs*, which prioritises the alignment of training initiatives with resilient and institutional productivity. These themes, while distinct, collectively accentuate the transformations of educational management from a reactive approach to a proactive and strategic one. The TRA was pivotal in framing these findings. The TRA allowed for the identification of underlying beliefs, institutional norms, and leadership intentions embedded in the Training Plans, highlighting the role of conceptual and normative frameworks in fostering effective capacity-building initiatives. These themes accentuate the understanding of organisational resilience, paving the way for educational managers to respond to the need for intentional development of their competencies, systems-based reasoning, and aligned strategy execution.

Theoretically, the research contributes by integrating TRA with LCA to introduce a new lens of analysis to explore resilience as a behavioural construct reflected in developmental documents. It expands grounded understanding of resilience development at the managerial tier. This emphasises the potential of Training Plans as repositories of organisational intentions, attitudes, and norms; an understudied yet valuable data source in educational research. Practically, the findings offer actionable insights for educational managers, curriculum designers, and training facilitators. Through adaptive leadership development, participatory organisational recalibration, and performance-oriented training approaches, educational managers can benefit from reframing their roles; not just as administrators, but as cultivators regardless of context. This results in a deeper understanding of how to systematically cultivate resilient behaviour and systems, particularly in environments where educational institutions face compounding pressures from socio-economic, technological, and policy-driven changes.

Despite its contributions, this research has notable limitations. Primarily, it analysed Training Plans that were conceptual in nature and non-operationalised in practice, which limits the ability to gauge actual implementation outcomes or behaviour change. The dataset was also contextually bounded, drawn exclusively from a particular disciplinary setting. Nonetheless, the rigorous and meaningful LCA and thematic triangulation helped to mitigate concerns about

generalisation and reliability. Future research may build upon these thematic findings by engaging in more immersive qualitative approaches such as cross-case study and ethnography. This may include fieldwork-based inquiries that include observations, interviews, and follow-up documentation to validate the resilience that educational managers embody in practice. It is also imperative to test the emergent matrix across non-educational sectors such as healthcare, business, and government administration, among others, to evaluate its cross-sectoral applicability and adaptive relevance. Such directions will help expand the theoretical robustness and practical transferability of resilience-building strategies in diverse organisational contexts.

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Appendix: Sample Training Plan (TP No. 3)

Target Participants:

Department Heads (Master Teachers) and **School Principals** of Department of Education (DepEd)-affiliated basic education institutions in Metro Manila, Philippines.

Rationale:

As frontline educational leaders and managers, Department Heads and Principals play a pivotal role in shaping school culture, managing public school teacher welfare, and fostering sustainable professional environments. Their capacity to understand and address complex issues like burnout, rigid leadership and managerial mindsets, ineffective delegation, and generational transitions directly influences teacher performance, morale, and retention.

Learning Objectives:

A. Cognitive:

- Analyse Organisational Development (OD) and Human Resource Management (HRM) challenges presented in the pre-assigned sub-scenarios from a larger case study by identifying root causes, key actors, and structural implications, and connect them to the Philippine public education context;
- Synthesise evidence-based and policy-driven solutions drawn from OD and HRM principles, relevant DepEd Orders, and national laws to address systemic issues affecting the public education workforce; and
- Evaluate the feasibility and sustainability of the policy recommendations through structured peer critique and reflective questioning.

B. Affective:

- Demonstrate respectful and collaborative professional behaviour by adhering to agreed-upon norms of professional conduct, contributing meaningfully to team tasks, and engaging constructively in feedback sessions;
- Value the relevance of equitable OD and HRM practices in improving organisational practices and supporting educator well-being; and
- Internalise the importance of connecting OD and HRM theories with one's lived experience as a public education leader/manager by reflecting on how local public school realities parallel corporate case studies.

C. Psychomotor:

- Collaborate effectively in learning teams to conduct focus group discussions, generate diagnostic questions, and formulate policy-based solutions relevant to specific OD and/or HRM scenarios;

- Present synthesised case analyses and evidence-based policy recommendations in oral reports, demonstrating clarity, coherence, and integration of legal, organisational, and educational standpoints; and
- Utilise digital tools and visual platforms (e.g., Mentimeter) to communicate insights, summarise ideas, and enhance interactivity during the training session.

Training Plan Proper:

A. Introduction

- The Lead Trainer (AKA The Doctoral Student) starts the half-day onsite capacity-building session by formally orienting the trainees on the expected behaviours and professional etiquette while in training. This sets the tone for a respectful, focused, and collaborative learning environment that fosters productivity and intellectual engagement.

Teaching and Learning Strategy: Classroom Management

- This approach aligns with the principles of classroom management as it establishes clear behavioural norms and expectations at the outset. By proactively delineating boundaries and promoting mutual respect, the Lead Trainer ensures a conducive atmosphere for adult learning, reduces the likelihood of disruptions, and enhances the overall efficiency of the training session.
- Following the orientation, the Lead Trainer facilitates an interactive icebreaker activity inspired by a *Rebus* game. Visual puzzles are projected via LED TV or a projector, requiring trainees to decode combined images that represent key terms from the trainees' pre-assigned readings. As an example, an image showing a balance scale with the words "work" and "life" implies the answer "*Work-Life Balance*."

Teaching and Learning Strategy: Motivation and Game-based Learning (GBL)

- This strategy harnesses the principles of motivation and game-based learning. The use of an engaging, cognitively stimulating activity energises participants, fosters collaboration, and primes their recall of foundational concepts. By referencing the preliminary reading materials, the game also reinforces knowledge retention and strengthens connections between abstract concepts and visual cues.
- After the icebreaker, the Lead Trainer provides an overview of the training objectives and the sequence of planned activities. This includes an open floor discussion for questions and clarifications, ensuring all participants are aligned in their understanding of the day's flow.

Teaching and Learning Strategy: Classroom Management and Levelling of Expectations

- This aligns with effective classroom management and expectation-setting strategies by fostering transparency, trust, and accountability. Clarifying objectives and processes upfront minimises confusion, empowers learners with a roadmap of the session, and encourages shared responsibility for learning outcomes.

B. Case Study Analysis

- The Lead Trainer transitions to the central agenda of this part of the training session by processing the pre-assigned sub-cases uploaded on Canvas Learning Management System or Google Classroom. The material is drawn from Case 5.1 "*Employee Benefits at HealthCo.*" (Cummings & Worley, 2015). Trainees are pre-divided into three learning teams, with each team assigned a specific sub-case. They are allotted twenty (20) minutes to analyse and discuss the scenario, focusing on the identification of pressing Organisational Development (OD) and Human Resource Management (HRM) challenges.

Teaching and Learning Strategy: Flipped Classroom and Small/Focus Group Discussion

- The strategy aligns with the Flipped Classroom model by requiring learners to engage with foundational materials before the session, allowing the on-site interaction to centre around higher-order analysis. The Small/Focus Group Discussion format fosters peer learning, critical dialogue, and diversified perspectives, making abstract theories more relatable through social learning.
- Upon completion of group discussions, each team selects a representative to summarise the key points and identified issues in a ten (10) minute presentation. While one team presents, the others teams generate two (2) diagnostic or needs analysis questions related to the presenting scenario. A five (5) minute Q&A follows each presentation.

Sample Convergent and Divergent Probing Questions:

Scenario 1: Legal Department

1. *How can longstanding policies at HealthCo. contribute to perceptions of rigidity and undervaluation among high-performing staff?*
2. *What organisational structures might mitigate burnout and retention risks for employees with caregiving responsibilities outside work?*

Scenario 2: Laboratory Services

1. *How can informal support mechanisms evolve into sustainable organisational practices?*
2. *What barriers exist in implementing work-life support in high-demand, continuous-operation units?*

Scenario 3: Pediatrics Department

1. *What policy-level interventions can promote phased retirement without compromising institutional consistency?*
2. *How can mentorship programs be structured to ensure retention of institutional knowledge and leadership succession?*

Teaching and Learning Strategy: Problem-based Learning (PBL), Inquiry-based Teaching and Learning (IBTL), and Socratic Questioning (SQ)

- These strategies emphasise learner-driven exploration of real-world issues. Problem-based learning fosters analytical thinking and solution-oriented discussion, while inquiry-based learning encourages the formulation of critical questions that deepen understanding. Socratic questioning enhances intellectual rigor by probing assumptions and revealing underlying values in each case.
- Following the discussion, the Lead Trainer flashes a QR code on screen leading to a secure *Mentimeter* platform where trainees anonymously submit takeaways in the form of keywords summarising the HRM and OD issues discovered. Results appear in real-time, hence allowing for visual synthesis among the trainees or participants.

Teaching and Learning Strategy: Reflective Learning or Reflection-on-Action

- Reflective learning is embedded here as trainees introspectively condense their case learnings into single-word insights. This promotes metacognition, reinforces knowledge acquisition, and facilitates communal or peer learning through visible keyword appreciation.

C. Application of Organisational Development and Human Resource Management Principles

- Drawing from the keywords in the last component of the training, the Lead Trainer uses dynamic and direct instruction teaching strategy to deliver a structured PowerPoint presentation covering essential concepts: *Workforce Diversity and Wellness*, *Work-Life Balance*, *Staffing*, *Employee Benefits (Leaves)*, and *Succession Planning*. Trainees are encouraged to raise clarifying questions during or after the discussion.

Teaching and Learning Strategy: Direct Instruction, Structured Inquiry, and Socratic Questioning

- Direct instruction delivers foundational knowledge in a clear and organised manner. Structured inquiry encourages trainees to contextualise concepts within their professional realities, while Socratic questioning stimulates deeper exploration and critical examination of prevailing OD and HRM practices.
- Trainees will then reconvene in learning teams and will be prompted to identify similar occurrences in the DepEd system that mirror their assigned sub-cases. They will analyse how these situations manifest in the public education system in the Philippines, citing challenges and contextual constraints. They will be given twenty (20) minutes to accomplish the brainstorming activity. Afterwards, they will be instructed to select one (1) representative to report about the realities in the DepEd setting as it mirrored their pre-assigned sub-case from the book of Cummings and Worley (2015). Each learning team will be given five (5) minutes to report or speak about it.

Teaching and Learning Strategy: Prior Knowledge Activation

- This strategy leverages the trainees' existing professional experiences as a scaffold for new learning. By connecting case studies to real DepEd contexts, the trainees personalise abstract concepts and deepen their relevance.

D. Development of Solutions and Recommendations

- As the three learning teams already culled an analogous incident existing in the DepEd system that is parallel to their originally assigned sub-case, they will be prompted to arrive with policy-based solutions to somehow resolve the said recurring problem. To accomplish this, each learning team will be provided with printed copies of the following:

- **LEARNING TEAM 1 (Scenario 1)**

Expected Core Issues in DepEd: Work-Life Balance conflict, burnout, rigid organisational development mindset, last-minute planning, and retention risks.

Applicable DepEd Policy:

DepEd Order No. 16, s. 2009 – *Establishing a Policy Framework for Work-Life Balance in the Department of Education* (This policy advocates for the institutionalisation of Work-Life Balance mechanisms and underscores the responsibility of leaders to create supportive work environments, especially for employees with caregiving duties.)

Relevant Philippine Law:

Republic Act No. 11165 – *Telecommuting Act of 2018* (This law supports alternative work arrangements such as remote work and flexible schedules, which are critical for employees balancing caregiving and high-demand professional roles.)

- **LEARNING TEAM 2 (Scenario 2)**

Expected Core Issues in DepEd: Lack of empathy-driven support or individualised consideration and reliance on politicised initiative.

Applicable DepEd Policy:

DepEd Order No. 35, s. 2004 – *School-Based Management (SBM) Framework* (Encourages decentralised and context-sensitive decision-making; including support for staff welfare initiatives.)

Relevant Philippine Law:

Republic Act No. 11036 – *Mental Health Act of 2018* (This law mandates organisations to provide workplace mental health policies and services, institutionalising what Francis informally offers and ensuring sustainable support for staff with caregiving stressors.)

○ **LEARNING TEAM 3 (Scenario 3)**

Expected Core Issues in DepEd: Lack of phased retirement, retention of institutional knowledge, and missed mentorship opportunities.

Applicable DepEd Policy:

DepEd Order No. 32, s. 2011 – *Policies and Guidelines on Training and Development Programs* (This policy promotes professional learning and mentorship, enabling the design of systems where senior educators like Robin can transfer knowledge through structured mentoring roles before full retirement.)

Relevant Philippine Law:

Republic Act No. 9994 – *Expanded Senior Citizens Act of 2010* (This law encourages continued engagement of senior citizens in institutional and community programs, providing legal grounds for phased retirement and post-retirement mentoring models.)

- Each learning team is expected to come up with policy recommendations to prevent the similar incidents from happening in the DepEd context. Their recommendations should be centering on the supporting actual or relevant DepEd policy or Philippine Law; and must be supported by the principles of OD and HRM covered in the previous theoretical discussion. They will be given one hour or 60 minutes to accomplish the theoretical and legal formulation of proposed policies.

E. Discussion and Sharing

- Each learning team will then present its policy recommendations in a thirty-minute report. Presentations should integrate the legal bases and OD and HRM principles learned so far in the training session. While one team presents, the other two teams will be given the chance later to critique the feasibility of the proposed policy solutions in a five-minute commentary.

Teaching and Learning Strategy: Mini-Portfolio Sharing and Reporting

- Mini-portfolio sharing and Reporting encapsulates the trainees' interpretive, analytical, and solution-building processes in a concise format. This promotes ownership of learning and allows for authentic peer validation.
- To facilitate the critical analysis and constructive feedback during the peer evaluation portion of the policy recommendations, the Lead Trainer will project the following guide questions. As part of the CONTINGENCY PLAN of the Lead Trainer, in the event that the trainee-evaluators will be experiencing difficulty in appraising the policy recommendations using the guide questions, a prepared Developmental Rubric will be offered to them as an alternative evaluation tool. Please see the **Assessment section** of this Training Plan to view the said Rubric.

○ **CONVERGENT AND DIVERGENT GUIDE QUESTIONS:**

- a. *How do the proposed policy solutions align with the overarching goals and policies of the Department of Education (DepEd)?*
- b. *Considering the current resources and infrastructure, how feasible and sustainable are the recommended policy interventions?*
- c. *What potential impacts, both positive and negative, might these solutions have on various stakeholders, including teachers, students, and administrative staff?*

Teaching and Learning Strategy: Peer Evaluation

- Peer Evaluation is a collaborative learning strategy that engages participants in assessing each other's contributions, fostering a deeper understanding through critical analysis and reflection. In this context, it encourages trainees to critically appraise the solutions proposed by their peers, promoting a culture of constructive feedback and continuous improvement.

F. Conclusion

- Once the *Discussion and Sharing* portion are both done, the Lead Trainer will briefly cover and synthesise the extent of the OD and HRM problems and issues through the presentation of trends about the problematic areas that they have just covered.
- The presentation of the trends that will substantiate their policy recommendations will be culled from scholarly journals and news articles. The purpose of this strategic late exposition of the literature support is NOT TO PREEMPT AND INFLUENCE the isolation of the OD and HRM problems from the assigned sub-case derivation of recommendations of the trainees. Moreover, this purposeful action serves as a way to reaffirm that the experiences of the DepEd personnel are no way different from what is transpiring across the country and in other professions or disciplines. The expected scholarly journals and news articles that the Lead Trainer will present are as follows:

- **Scholarly Journals:**

Dominado, N. L., & Valdez, L. G. (2021). Stress in the workplace, depression, and academic workloads of public school teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(5), 417–423. <https://doi.org/10.11594/ijmaber.02.05.08>

Quines, L. A., & Arendain, E. I. (2023). Job satisfaction, organisational culture and work-life balance: Structural equation model of organisational commitment among public school teachers. *European Journal of Education Studies*, 10(9), 285–316. <https://oapub.org/edu/index.php/ejes/article/view/4971/7605>

Enad, F., & Pabalan, A. P. (2023). Employment management in the public schools: A proposed recruitment, selection, and placement system. *Psychology and Education*, 13, 618–625. <https://doi.org/zenodo.8354727>

News Articles:

Chan, J. (2024). Filipino teachers need workload reform. *Philippine Daily Inquirer*. <https://opinion.inquirer.net/179491/filipino-teachers-need-workload-reform>

Salcedo, M. J. (2025). Teachers welcome DepEd's 57% cut in their paperwork. *Philippine Daily Inquirer*. <https://newsinfo.inquirer.net/2066928/teachers-welcome-depeds-57-cut-in-their-paperwork>

Adonis, M. (2021). Yet another challenging year for public school teachers. *Philippine Daily Inquirer*. <https://newsinfo.inquirer.net/1486913/yet-another-challenging-year-for-public-school-teachers>

Teaching and Learning Strategy Used: Understanding by Design (Backward Design Approach)

- By introducing evidence-based data and trends after the trainees have developed their analyses and policy recommendations, the Lead Trainer ensures that participants' learning is authentic and grounded in actual challenges.

- The session will formally conclude with the Lead Trainer expressing appreciation for the active participation and collaborative spirit demonstrated by the trainees, emphasising the importance of continued engagement and application of sound OD and HRM principles in the educational setting.
- The Lead Trainer will then flash a Quick Response (QR) code of the Google Form bearing the Evaluation Link for the outgoing capacity-building session.
- Upon the successful completion of the evaluation form, the Google Form platform has been configured to send two (2) additional reading materials as supplementals that the trainees could read to further enrich their knowledge about the prevailing OD and HRM issues in the Philippine public education system. Such readings will be automatically sent to the registered email of the trainee. The said materials are as follows:

Supplementary Reading Materials:

Lupu, I., & Ruiz-Castro, M. (2021). Work-life balance is a cycle, not an achievement.

Harvard Business Review. <https://hbr.org/2021/01/work-life-balance-is-a-cycle-not-an-achievement>

Act Forum Online. (2023). *Filipino Teachers, Stand Firm for Salary, Rights and Education! Struggle for a Nationalist, Progressive and Free Education!* <https://actforum-online.medium.com/filipino-teachers-stand-firm-for-salary-rights-and-education-2d3a371e60aa>

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Data Availability

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