



DEPARTMENT OF EDUCATION

Region X-Northern Mindanao

DIVISION OF MALAYBALAY CITY

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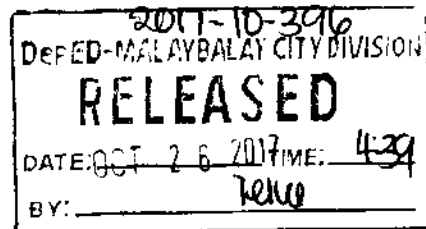


DIVISION MEMORANDUM

No. 561 s. 2017

**TO : Chief Education Supervisors and Staff (SGOD and CID)
School Heads (Elementary and Secondary)
All Others Concerned**

Lucilyn
FROM : EDILBERTO L. OPLENARIA, CESO VI
Schools Division Superintendent



DATE : October 25, 2017

RE : DISSEMINATION OF DEPED MEMORANDUM NO. 156, S. 2017 RE: IMPLEMENTATION OF GRADE 11 CAREER GUIDANCE PROGRAM FOR SCHOOL YEAR 2017-2018

For the information and guidance of all concerned, this Office hereby disseminates the attached DepEd Memorandum No 165, s. 2017 re: *Implementation of Grade 11 Career Guidance Program (CGP) for School Year 2017-2018.*

Enclosed are career guidance modules which shall be delivered by the class adviser during weekly Homeroom Guidance between the months of **August, 2017 to March, 2018.**

The school heads, school guidance counselors/ coordinators/ advocates shall ensure and supervise the implementation of the Career Guidance Modules.

School guidance counselors or designated guidance coordinators/advocates shall accomplished the Monitoring Report Form provided in Enclosure No. 1 per semester. First semester report shall be submitted to this Office in soft copy thru lucilyn.cahucom@deped.gov.ph on or before **November 24, 2017** for consolidation.

For compliance and widest dissemination.

Copy furnished:
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SGOD-Imc

TO BE POSTED IN THE DIVISION WEBSITE



Republic of the Philippines
Department of Education

18 OCT 2017

DepEd MEMORANDUM

No. **165**, s. 2017

**IMPLEMENTATION OF GRADE 11 CAREER GUIDANCE PROGRAM
FOR SCHOOL YEAR 2017-2018**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education issues the enclosed career guidance modules on the **Implementation of Grade 11 Career Guidance Program (CGP) for School Year 2017-2018**.

2. The Program aims to:

- a. apply decision-making skills to career planning course selection and career transitions; and
- b. realize that the changing workplace requires lifelong learning and acquiring new skills.

3. The modules were rolled-out nationwide during the National Training of Trainers and Mass Training of Teachers and Career Advocates per DepEd Memorandum No. 8, s. 2017. This shall be delivered by the class adviser during the weekly Homeroom Guidance between **August, 2017 to March, 2018**. The school heads/principals in close coordination with the school guidance counselors/coordinators/advocates shall ensure and supervise the implementation of the Career Guidance Modules.

4. The schools are encouraged to deliver four modules each semester. These are Modules 1 to 4 for the first semester and Modules 5 to 8, for second semester. However, the adviser has the leeway on the schedule of the conduct of the modules. Close coordination between Grade 11 advisers shall be done, should there be different advisers for the first and second semesters. The school guidance counselors or designated guidance coordinators shall assist the advisers and make the necessary arrangements on the conduct of the modules.

5. The Career Guidance Modules contain the following eight titles:

- a. Road to the Right Choice;
- b. Releasing the Power Within;
- c. Reaffirming the Chosen Track;
- d. Fit Me Right;
- e. Rising Toward the Reality of My Dreams;
- f. Up, Up in the Ladder of My Career;
- g. Beginning the Journey Where I Am; and
- h. I Plan to Succeed.

6. The school guidance counselors or designated guidance coordinators/advocates shall accomplish the Monitoring Report Form provided in Enclosure No. 1 per semester. The report shall be submitted to the Division Youth Formation Coordinators (YFC) for consolidation. The designated Division YFC of Schools Governance Operations Division (SGOD) shall submit the division consolidated report to the regions. The designated Regional YFC from the Education Support Services Division (ESSD) shall submit the regional consolidated report to the Youth Formation Division-Bureau of Learner Support Services. Soft copies shall be submitted to blss.yfd@deped.gov.ph in **November 2017** for the first semester and on the second week of **April 2018** for the second semester.

6. The modules can also be accessed through the DepEd Learning Resource Management and Development System (LRMDS).

7. Expenses related to the conduct of the career guidance program shall be charged to local funds or school Maintenance and Other Operating Expenses (MOOE) subject to the usual accounting and auditing rules and regulations.

8. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum (No. 8, s. 2017)

To be indicated in the Perpetual Index
under the following subjects:

MANUAL
POLICY
PROGRAMS
REPORTS
SCHOOLS
TEACHERS

Name (optional)	
Region	
Division	
School	
Module No. ____	
Date Conducted	

Instructions: Indicate your rating for the following items below by putting a check (✓) in the box corresponding to your answer. **SDA** stands for **Strongly Disagree**, **DA** stands for **Disagree**, **N** for **Neutral**, **A** for **Agree**, and **SA** for **Strongly Agree**.

I. Learning Objectives

Items	SDA	D	N	A	SA	NA
1. The objectives of the modules were clearly understood						
2. The objectives of the modules were specific, achievable and relevant						
3. The expected results of the module were well-described.						
4. The objectives of the modules delivered were all achieved at the end of the session.						

II. Learning Content

Items	SDA	D	N	A	SA	NA
1. The learning content of the module is aligned with the objectives.						
2. The learning content of the module is suited to the needs of the learners.						
3. The learning content of the module is suited to the level of understanding of the learners.						
4. The assignment given is useful and complement the objectives of the module.						
5. The activities accommodate individual differences.						

III. Organization

Items	SDA	D	N	A	SA	NA
1. The module is well-organized in terms of content and flow						
2. The activities in the module are sequenced in a logical manner.						
3. The time given in conducting the module is appropriate.						

IV. Learning Experience

Items	SDA	D	N	A	SA	NA
1. The activities match the level of appreciation of the learners.						
2. The activities are challenging yet stimulating for the learners.						
3. The activities are completely aligned to the objectives.						
4. The activities are essential to the needs of the learners as they choose their tracks in Senior High School.						
5. The activities are easy to conduct but very meaningful.						
6. The Learning Materials needed in the module are easy to provide.						

Comments/Suggestions/Recommendations

Instructions: In 3-5 sentences, answer the given questions below. Write your answers on the blank provided.

1. What were the best features of the **content** of the module? Why?

2. What were the features of the **content** of the module which **need further improvement**? How could we improve them?

3. Other comments and suggestions

Grade 11

Career Guidance Manual *for Teachers*

ACADEMICS



SPORTS



ARTS & DESIGN



Republic of the Philippines
DEPARTMENT OF EDUCATION
Bureau of Learner Support Services
Youth Formation Division

Career Guidance Manual, Grade 11 Teacher's Guide

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Authors and publishers may email or contact FILCOLS at filcols@gmail.com or (02) 439-2204, respectively.

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CAREER DOMAIN

1. Nauunawaan ang kahalagahan ng kaalaman, kasanayan at positibong pag-uugali na makatutulong sa pang-araw-araw na pamumuhay at kaugnayan nito sa buhay at propesyon.
2. Nasusuri ang kaugnayan ng sariling kakayahan at karanasan sa pagpili ng propesyon, bokasyon at kinabukasan
3. Naisasagawa ang kakayahang makapamilya ng larangan batay sa iba't ibang salik tungo sa pagtamo ng mithiin sa buhay
4. Naisasagawa ang mga hakbang tungo sa katuparan ng napiling propesyon o bokasyon ayon sa pandaigdigang pamantayan

Module 1
Module 2

1. Nauunawaan ang kahalagahan ng kaalaman, kasanayan at positibong pag-uugali na makatutulong sa pang-araw-araw na pamumuhay at kaugnayan nito sa buhay at propesyon.	1. Natutukoy ang mga salik na may kaugnayan sa buhay at propesyon. 2. Naipaliliwanag ang kahalagahan ng mga kaalaman at kasanayan na kailangan sa buhay at propesyon.
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Module 3
Module 4

2. Nasusuri ang kaugnayan ng sariling kakayahan at karanasan sa pagpili ng propesyon, bokasyon at kinabukasan	1. Nakapagsisiyasat ng mga informasyon ukol sa buhay at propesyon. 2. Nauunawaan ang kahalagahan ng mga magulang, tagapangalaga at mahalagang tao sa pagpili ng propesyon at bokasyon. 3. Naiinugay ang sariling kakayahan, kasanayan at gampanti ng mga magulang, tagapangalaga at mahalagang tao sa pagpili ng propesyon at bokasyon. 4. Napagtitibay ang pagkakaugnay ng kaalaman, kasanayan at gampanti ng mga magulang, tagapangalaga at mahalagang tao sa pagpili ng propesyon at bokasyon.
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Module 5

Module 6

- | | |
|--|---|
| 3. Naisasagawa ang kakayahang makapamili ng larangan batay sa iba't ibang salik tungo sa pagtamo ng mithiin sa buhay | 1. Nailalarawan ang napiling larangan.
2. Nakapagpapasya para sa buhay at propesyon.
3. Nakapagninilay sa ginawang pagpapasya para sa buhay at bokasyon |
|--|---|

Module 7

Module 8

- | | |
|---|--|
| 4. Naisasagawa ang mga hakbang tungo sa katuparan ng napiling propesyon o bokasyon ayon sa pandaigdigang pamantayan | 1. Natutukoy ang mga aspetong dapat bigyan ng halaga sa pagpapalano ng buhay at propesyon.
2. Nailalahad ang mga hakbangin upang maisakatuparan ang mithiin sa buhay.
3. Nakapagbabalangkas ng plano para sa napiling propesyon, bokasyon at kinabukasan.
4. Naipakikita ang pagtupad ng mga hakbang batay sa nabalangkas na plano. |
|---|--|

Nagunawaan ang kahalagahan ng kaalaman, kasanayan at positibong pag-uugali na makatutulong sa pang-araw-araw na patnumuhay at kaugnayan nito sa buhay at propesyon.

MODULE	COMPETENCIES	OBJECTIVES
1. Road to the Right Choice	<ol style="list-style-type: none"> 1. Natutukoy ang mga salik na may kaugnayan sa buhay at propesyon. 2. Naipaliliwanag ang kahalagahan ng mga kaalaman at kasanayan na katugang sa buhay at propesyon. 	<ol style="list-style-type: none"> 1. enumerate the different professions and life choices; 2. explain the different factors affecting the choices in life and profession; and 3. appreciate the factors in choosing a profession
2. Releasing the Power Within		<ol style="list-style-type: none"> 1. identify the knowledge and skills needed in the different professions and life choices; 2. identify the knowledge and skills needed in the preferred profession; and 3. value the importance of knowledge and skills required in the profession

Nasusuri ang kaugnayan ng sariling kakayahan at karanasan sa pagpili ng propesyon, bokasyon at kinabukasan

MODULE	COMPETENCIES	OBJECTIVES
3. Reaffirming the Chosen Track	<ol style="list-style-type: none"> 1. Nakapagsisyasat ng mga impormasyon ukol sa buhay at propesyon 2. Nagunawaan ang kahalagahan patnubay ng mga magulang, tagapangalaga at mahalagang tao sa pagpili ng propesyon at bokasyon. 3. Naiugnay ang sariling kakayahan, kasanayan at gampanin ng mga magulang, tagapangalaga at mahalagang tao sa pagpili ng propesyon at bokasyon. 4. Napagtutibay ang pagkakaugnay ng kaalaman, kasanayan at gampanin ng mga magulang, tagapangalaga at mahalagang tao sa pagpili ng propesyon at bokasyon 	<ol style="list-style-type: none"> 1. determine the different sources of information relevant to curriculum exits; 2. evaluate the different sources of information relevant to their preferred curriculum exit; 3. match the knowledge and skills to the job market demands and possible curriculum exits; and 4. value the importance of the chosen track/strand.
4. Fit Me Right		<ol style="list-style-type: none"> 1. discuss the role of parents, guardians, and significant others in pursuing the learners' preferred profession or career; 2. evaluate the abilities, skills, role of parents, guardians, and significant others in deciding for a profession and vocation; and 3. express commitment to pursue the chosen track/strand.

Naisasagawa ang kakayahang makapamili ng larangan batay sa iba't ibang salik tungo sa pagtamo ng mithiin sa buhay

MODULE	COMPETENCIES	OBJECTIVES
5. Rising Toward the Reality of My Dreams	<ol style="list-style-type: none"> 1. Nailalarawan ang napiling larangan. 2. Nakapagpapasya para sa buhay at propesyon. 3. Nakapagminilay sa ginawang pagpapasya para sa buhay at bokasyon 	<ol style="list-style-type: none"> 1. Identify the qualifications, abilities, and skills necessary in the preferred profession and vocation; 2. make a decision about the preferred career; and 3. share insights and experiences on the process of choosing the preferred profession/career.
6. Up, Up in the Ladder of My Career		<ol style="list-style-type: none"> 1. name the pros and cons of the decision made for life and career; and 2. formulate ways of addressing the possible challenges and areas for enrichment.

Naisasagawa ang mga hakbang tungo sa katuparan ng napiling propesyon o bokasyon ayon sa pandaigdigang pamantayan

MODULE	COMPETENCIES	OBJECTIVES
7. Beginning the Journey Where I am	<ol style="list-style-type: none"> 1. Natutukoy ang mga aspetong dapat bigyan ng halaga sa pagpapalano ng buhay at propesyon. 2. Nailalahad ang mga hakbangin upang maisakatuparan ang mithiin sa buhay. 3. Nakapagbabalangkas ng plano para sa napiling propesyon, bokasyon at kinabukasan. 4. Naipakikita ang pagtupad ng mga hakbang batay sa nabalangkas na plano. 	<ol style="list-style-type: none"> 1. discuss their present situation in relation to their status in life and profession; 2. enumerate the different areas to be considered in planning for life and profession; and 3. evaluate the relevance of their current situation in planning for life and profession.
8. I Plan to Succeed!		<ol style="list-style-type: none"> 1. determine the steps in achieving goals; 2. develop plans for the chosen profession, vocation, and future; 3. implement strategies based on the plans; and 4. show commitment in achieving life goals.

Preface

The Career Guidance Manual has been developed to help teachers, guidance counselors, and career advocates help senior high school students in preparing them for a career they would want to pursue after senior high. The manual is composed of eight modules all taken up together to form a handbook. The modules build up one after the other such that at the initial module, students are presented with different career choices, slowly developing and intensifying in the next modules that tackle the different factors affecting the fulfillment of a dream/goal, how to deal with these factors, the preparations for equipping oneself with the skills required of a profession, including honing one's personal attributes and characteristics that are equally essential as the technical capabilities when applying for work. As such, by the last module, the students would have been very confident about the career he/she intends to undertake.

In order to sharpen these skills, various activities have been employed and utilized that will inspire as well as motivate students to persevere in their life goals. Students are likewise required to have a notebook where they will write their reflections and assignments for the entire program. Students will also write their thoughts and feelings after each module.

There are also activity sheets that students will accomplish individually or as a group, and at times, with the participation of parents or guardians. At the end of Module 8, all activity sheets shall be compiled in the students' career portfolio for compilation at the Guidance Office as part of the student's Individual Inventory Service.

It is hoped that this Manual will be useful and significant as senior high school students tread the road to their future, a journey they will travel not on their own but with significant others, including you as their teacher and facilitator of learning.

Table of Contents

Preface	iii
Module 1 Road to the Right Choice	1
Module 2 Releasing the Power Within.....	9
Module 3 Reaffirming the Chosen Track.....	17
Module 4 Fit Me Right.....	33
Module 5 Rising Toward the Reality of My Dreams.....	39
Module 6 Up, Up in the Ladder of My Career.....	52
Module 7 Beginning the Journey Where I Am.....	58
Module 8 I Plan to Succeed.....	70
Appendix	82
Reference	107

1

Road to the Right Choice

Introduction

Module 1 of Grade 11 Career Guidance Manual entitled "Road to the Right Choice" covers different professions and life choices for Grade 11 learners. It provides information on the different senior high school curriculum exits and professions that will facilitate their career decision making as they pursue college. This module also tackles the different factors affecting learners' life and career choices considering that deciding for career and life is not an easy task for Grade 11 learners.

As facilitator of this module, you will help the learners identify these factors and lead them to appreciate how these factors affect their choices of profession.

Total Time Allotment: 90 minutes (1.5 hours)

Materials

- manila paper/old newspapers
- crayons
- colored pens
- pentel pen
- scissors
- construction papers/art papers/colored papers
- glue
- paste
- staplers
- scotch tapes

Note: Alternative or recycled materials may be used in case those mentioned are not available.

I. Objectives

At the end of this module, the learners are expected to:

1. enumerate the different professions and life choices;
2. explain the different factors affecting the choices in life and profession;
and
3. appreciate the factors in choosing a profession.

Activities

1. Designing a Costume (*Motivation*)
2. "Sikreto sa Tagumpay ni Selina" (*Main Activity*)

3. Factors Affecting Career and Life Options (*Lecturette*)
4. Reasons behind My Choices (*Application*)
5. My Next Career Move (*Reflection*)
6. Knowing the Right Choice (*Evaluation*)

II. Motivation (15 minutes)

Directions

1. Ask the learners to pick a sheet of colored paper from the box.
2. Group the learners according to the color of paper they picked.
 Red – Academic Track
 Blue – Arts and Design Track
 Green – Technical Vocational and Livelihood Track
 Yellow – Sports Track
3. Give each group a set of materials listed on page one.
4. The group will design a simple costume representing the cluster of profession/vocation assigned to their group. The group will choose a representative who will wear the costume.
5. The group will then discuss about the track assigned to them including other professions related to the track.
6. The representative will model the costume, introduce the track, and cite other professions related to the track his/her group is representing.

Guide Questions

1. What did your group do to come up with the costume? with the introduction about the track?
2. How did you feel while doing the different stages of the activity?
3. Do you see yourself in any of the clusters in the near future? Why?

III. Main Activity (30 minutes)

Activity 1.1: *Sikreto sa Tagumpay ni Selina*

1. Distribute copies of Activity Sheet No. 1 to the learners (see Appendix 1).
2. Tell the learners to read the story.
3. Allow them to reflect on the message of the story. Have them accomplish the activity sheet afterwards.
4. Have the learners go back to their original groups and share their reflections with the members.
5. After the sharing, ask a representative from each group to share to the class the common reflections of the members of their group.

Guide Questions

1. What does the story tell about?

2. According to the story, what factors affected the career choices of the character in the story?
3. How did these factors help the character in her choice of career?
4. As a student in senior high school, will you also consider these factors?
5. Considering these factors, do you think you will make a good choice of career? Why?

IV. Lecturette (20 minutes)

Factors Affecting Career and Life Options

"I am convinced that every effort must be made in childhood to teach the young to use their own minds. For one thing is sure: If they don't make up their minds, someone will do it for them."

—Eleanor Roosevelt

(You Learn by Living: Eleven Keys for a More Fulfilling Life)

Ask students reflect on the quotation and answer the questions.

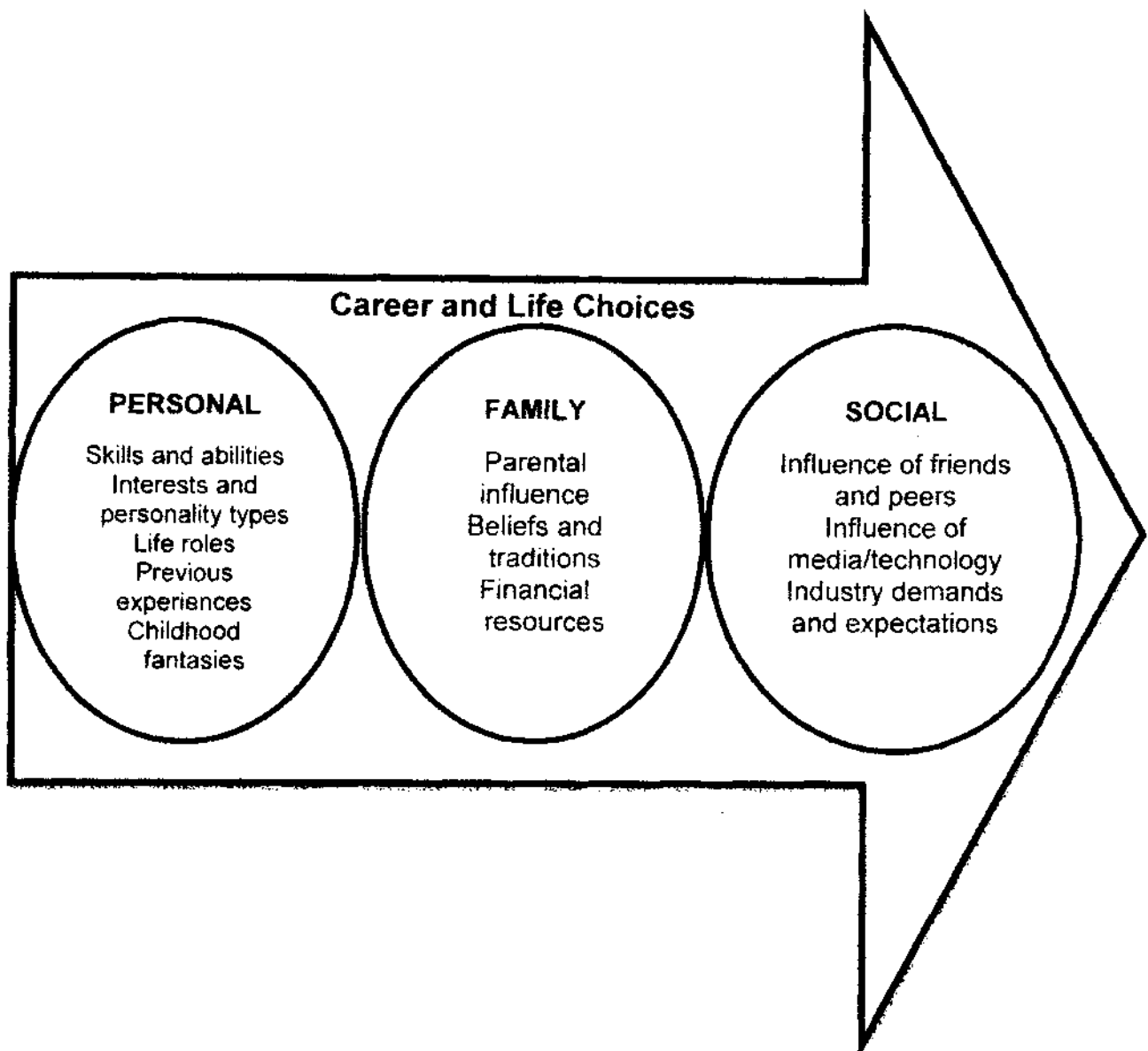
- What or who influenced your choice of senior high school track and strand, was it your personal decision? your parent's decision? because of pressure from friends?

Life is a choice. Our choices are influenced by different factors—personal, family, or social. These influences are unique in every individual and dependent upon the situation the individual is in at that time the choice was made.

Personal Factors

Skills and Abilities. Are you aware of your skills and abilities? Do you know what you are capable of doing? When individuals are in jobs best suited to their abilities, they perform best and their productivity is highest. Parson's *Trait and Factor Theory of Occupational Choice* emphasized the importance of analyzing one's skills, values, interests, and personality and then match these up to jobs which use these.

Interest and Personality Types. Do you know your interests and personality type? Holland's *Career Typology* established a classification system that matches personality characteristics and personal preferences to job characteristics. According to John Holland's theory, most people are one of six personality types: realistic, investigative, artistic, social, enterprising, and conventional. Knowing your personality will help you understand yourself. It matters that your personality fits your career choice.



Life Roles. What do you think is your role in life—a leader? an organizer? a mediator? a designer? According to Super's *Lifespan Theory*, how we think about ourselves in these roles, their requirements of them, and the external forces that affect them, may influence how we look at careers in general and how we make choices for ourselves.

Previous Experiences. Did you think of pursuing a task which you have been successful in the past? One aspect of the *Social Cognitive Career Theory* addresses the fact that we are likely to consider continuing a particular task if we have had a positive experience doing it. In this way, we focus on areas in which we have had proven success and achieved positive self-esteem.

Childhood Fantasies. "What do you want to be when you grow up?" Perhaps this frequently asked question during our childhood years may have helped shape what we thought we would be then, as well as later in life.

Family Factors

"The matter of choosing a career in the Philippine setting is clearly a family affair." (Clemena, 2002)

Parental Influence. How many percent of your career decision is influenced by your parents? Many children grow up idealizing the professions of their parents. Parents may intentionally or unintentionally push their child towards a particular career path, especially in the cases of family-owned businesses where parents expect their children to take over the company. Still other parents apply pressure on their offspring to strive for particular high-profile careers, feeling they are encouraging their children to reach high.

If your parents were uneducated or were always struggling to get by financially, you may decide not to be in the same position. This may prompt you to pursue a totally different career path—to have a stable, high-earning job. Likewise, if you have parents who are workaholics and were never around when you were a child, you may decide to pursue a line of work with flexibility that gives you more time with your children.

Financial Resources. In choosing a career or profession, there is a need to consider the capability to support the course or career to be pursued. *Social Cognitive Career Theory* and *Social Learning Theory* address this and recognize that events that take place in our lives may affect the choices available to us and even dictate our choices to a certain degree. When your family has limited financial resources for instance, will you insist on pursuing medicine? Or would you rather take up other related courses first and pursue medicine when you are capable of shouldering the expenses yourself?

Family Beliefs and Traditions. Beliefs and traditions is another family factor to consider when making a career choice. It is tradition for example that all male siblings in the clan take up engineering courses. Being a family tradition, this could somehow be relevant when making a career choice.

Social Factors

Influence of Media/Technology. The influence of social media may have positive and negative effects. Nowadays, career information is available to 21st century learners. These information may be used or may influence you in deciding for their career.

Influence of Friends and Peers. Peer pressure is common among learners. There are learners who decide on the career to pursue based on the opinion or choice of their friends. Who among you will choose the same course as your friends? Why? There are many reasons for this—you want to be in, would not want to make new friends and make new adjustments, or too much attachment to old friends.

Industry Demands and Expectations. Our career choices take place within the context of society and the economy. Graduates have been practical in considering the demands and expectations of the industries before coming up with their career decisions. These guide them in deciding what to do and where to go. Changes in the economy and resulting job market may also affect how their careers develop.

As senior high school learners, are you aware of the different choices of professions and career? Do you know where to go after senior high school?

The Senior High School Program has four curriculum exits. You can choose to be employed right after graduation or pursue the development of your technical and vocational skills. You can also decide to be an entrepreneur or pursue higher education. For a clearer understanding, the following are the senior high school curriculum exits:

Senior High School Curriculum Exits

Employment

The Senior High School (SHS) program opens employment opportunities for graduates. Graduates of the Technical–Vocational–Livelihood (TVL) track may apply for TESDA Certificates of Competency (COCs) and National Certificates (NCs). Partnerships with different companies for technical and vocational courses expose students to the real world of work. Students also gain work experience while studying, and companies can even hire them after they graduate.

Entrepreneurship

With the inclusion of an entrepreneurship subject in the curriculum, SHS graduates are better equipped for small-scale business activities, such as running a family business or starting one's own business.

Middle Level Skills Development

Middle level skills require learning and training higher than high school education but lower than a four-year college course. These standard requirements built into the TVL track ensure that graduates have good job knowledge in their chosen specializations. In the same way that SHS graduates are better prepared for college, they are also equipped for developing more specialized skills in technical-vocational schools.

Higher Education

Some subjects in the College General Education curriculum have now been integrated into the SHS curriculum, leaving only the subjects that are more focused and relevant to your chosen course or major.

(Before presenting the list of regulated professions, let the students pick from the wall the prepared strips of different professions and post these under the right cluster on the board. After the activity, check whether the professions were properly attached to the right cluster or not, then discuss.)

Regulated Professions per Cluster

Cluster of Professions	Regulated Professions
Medical and Health	Nursing, Medicine, Medical Technology, Radiology Technology, Nutrition, Pharmacy, Optometry, Dentistry, Respiratory Therapy, Physical Therapy and Occupational Therapy, Midwifery, Veterinary Medicine
Engineering Profession Cluster	Aeronautical, Agricultural, Chemical, Civil, Electrical, Electronics, Geodetic, Mechanical, Metallurgical, Mining, Naval Architecture and Marine, Sanitary
Business, Education and Social Work Professions Cluster	Accountancy, Criminology, Customs Broker, Guidance and Counseling, Librarians, Marine Deck Officers, Marine Engine Officers, Professional Teachers, Psychology, Real Estate Service, Social Workers
Technology Cluster	Agriculture, Architecture, Chemistry, Environmental Planning, Fisheries, Foresters, Geology, Interior Design, Landscape Architecture, Master Plumbers

Source: Professional Regulation Commission

Guide Questions

1. Given the different career and life choices, what would help you to decide where to go after senior high school?
2. Why is it helpful for you to know the different professions and other life choices?
3. What is the importance of considering the different factors in choosing your profession/vocation?
4. What is your insight about this statement from Confucius?
"Choose a job you love and you will never have to work a day in your life."

V. Application (10 minutes)

Activity 1.2: Reasons behind My Choices

1. Distribute Activity Sheet No. 2 to the learners (Appendix 2).
2. Allow the learners to reflect and accomplish the activity sheet.
3. Learners will go to their original groupings and share their reflections with the group.
4. After the small group sharing, ask a representative from each group to share what they have discussed during the small group sharing.

VI. Reflection (5 minutes)

Activity 1.3: My Next Career Move

Write your insights gained from the session. Complete the following phrases.

1. I learned that

2. I felt

3. I would (action to be taken)

VII. Evaluation (10 minutes)

Activity 1.4: Knowing the Right Choice

Identify three professions/careers that you would possibly pursue. Enumerate the factors affecting your choices, and write your insights about the choices.

	Profession/ Life Choices	Factors Affecting the Choices	Insights/ Lessons Learned
First Choice			
Second Choice			
Third Choice			

VIII. Assignment

- Bring a picture representing any of the professions for use during the next session.

2

Releasing the Power Within

Introduction

Module 2 of Grade 11 Career Guidance Manual entitled “Releasing the Power Within” is practically about unleashing the knowledge and skills of every learner. They will focus on their innate talents, interests, skills, and abilities to help them identify their potential through the different activities and opportunities of learning capsulized in this module. They will be encouraged to explore possibilities of knowing their skills and abilities and manifest these in related activities as applied in the workplace and in given situations.

This module includes an animated video presentation about the different professions that will help guide the learners in finding the career that fits their knowledge and skills. As guidance counselor/teacher/career advocate, you will be assigned to facilitate discussion about the video presentation.

It is recommended that as learners go through this module, the parents and significant others give their support and words of encouragement so that the learners will be able to realize their goal of becoming a career professional.

Total Time Allotment: (90 minutes)

Materials

- video clip
- laptop
- projector
- speaker

I. Objectives

At the end of this module, the learners are expected to:

1. identify the knowledge and skills needed in the different professions and life choices;
2. assess the knowledge and skills needed in the preferred profession; and
3. value the importance of knowledge and skills required in the profession.

Activities

1. Discovering Careers (*Motivation*)
2. Exploring Possibilities (*Main Activity*)
3. Identifying What We Know and Do (*Lecturette*)

4. Maniquin Challenge (*Application*)
5. Essay writing: "Reach for a Star" (*Reflection*)
6. "Like Me, Not Like Me" (*Evaluation*)

II. Motivation (15 minutes)

Discovering Careers

Show a video presentation about the different professions/jobs. Remind students that their knowledge about a certain profession is necessary to be able to perform the job.

Guide Questions

1. What does the video clip tell about?
2. What professions/jobs were shown in the video?
3. What does it require for an individual to perform the tasks for each profession or job? (Possible answers: interest, motivation, skill, determination, hard work)

Alternative Activity (If ICT equipment is not available)

The teacher will ask a volunteer to show his/her talent or skill in front of the class. Ask the learners to describe the profession and requirements of an individual to perform the tasks required of the profession.

III. Main Activity (25 minutes)

Exploring Possibilities

Directions

1. Form students into five groups.
2. Provide each group with a box or a basket containing paper strips of different skills of a particular profession.
3. Each group will pick five strips from the box/basket and paste these under the assigned profession posted on the board.
4. The first group to finish the activity in the shortest period of time will be proclaimed the winner.

Note: The table below shows the list of suggested professions with their corresponding skills.)

	Swimming Coach http://woman.thenest.com/five-basic-skills-swimming-3049.html	Singer http://takelessons.com/blog/how-to-become-a-singer	Teacher http://teaching.org/resources/top-10-qualities-of-a-great-teacher	Surgeon http://www.rasmussen.edu/degrees/health-sciences/blog/5-unique-surgical-tech-skills/	Welder http://weldingschools.com/resources/top-10-qualities-of-a-great-welder
S K I L S	Water Comfort	Good ear	Knowledge of the subject matter	Nerves of steel	Concentration
	Good Breath Control	Strong breath support	Good communication with parents	Strong stomach	Detail Orientation
	Floating/Aquatic Coordination	Relaxed body	Passion for children	Attention to detail	Good eyesight
	Kicking	Balanced stance	Good classroom management	Adaptability	Manual dexterity
	Strokes	Singing voice	Teaching skills	Can deliver bad news compassionately yet honestly	Knowledge of metallurgy

Guide Questions

1. How did you find the activity?
2. What helped you identify the skills to a particular profession?
3. Is there any particular profession cited or not cited that interests you? What is it?
4. What makes you interested in this profession?
5. Do you think you will pursue this after senior high?

IV. Lecturette (15 minutes)

Our knowledge about self and of our skills and ways of doing things are important elements in choosing a career. When we know our interests and the skills we possess, we are better able to identify the kind of profession we want to pursue.

Personal skills are things we are good at—our strengths, abilities, and attributes.

Knowledge refers to learning concepts, principles, and information regarding a particular subject(s) by a person through books, media, encyclopedias, academic institutions, and other sources (Boulet, 2011).

(<http://www.differencebetween.net/language/difference-between-knowledge-and-skill/>).

Skill refers to the ability of using that information and applying it in a context. In other words, knowledge refers to theory and skill refers to successfully applying that theory in practice and getting expected results.

For instance, a salesperson armed with an MBA degree may have learned all the principles of marketing and selling in his business school. Going forward, in his work he would know more about his company in the arena of its product line, target market, competitors, etc. All of the above is knowledge. When the individual transfers this knowledge to create a successful sales strategy and pitch and work to achieve those sales targets, is the salesperson's skill.

Knowledge is the thing we know while skill is the ability to apply what we know.

Each of us possesses different skills. Each of us varies in the strengths and weaknesses that we possess. These make us unique. Because we are unique, we differ in the way we do things. Since no two individuals are the same, we need to complement each other. In like manner, different professions require different skill sets and abilities. Skills are divided according to the following categories (Santa Maria, 2006):

People Skills—Work with, help, entertain, service, or influence the actions or thinking of people.

Data Skills—Handle details, facts, numbers, records or files in a quick and accurate way.

Thing Skills—Operate, maintain, or build machinery or regulate or process equipment; understand and work with physical, chemical, or biological functions

Idea Skills—Solve abstract problems and express thoughts or feelings in a creative or ingenious way.

Skills can also be categorized as employability skills or skills you need for a job. (<http://www.skillsyouneed.com/general/employability-skills.html>). These are:

Interpersonal Skills—These are important when seeking employment and may be the single most important factor for many recruiters.

Communication Skills—Employers look for people who communicate well both verbally and in writing.

Critical Thinking Skills—The ability to solve problems and make decisions can be a huge asset to your employer and these are therefore desirable skills to develop.

Personal Development—This is all about having the right attitude towards work and the organization you work for. Employers look for people who are keen to develop and learn.

Presentation Skills—Presenting information clearly and effectively is a key skill in the workplace and presentation skills are required in almost every modern employment area.

Leadership Skills—Leadership is the ability to influence others toward the achievement of a goal.

Numeracy or Number Skills—Numeracy involves an understanding of numerical data, statistics, and graphs, and is also part of making decisions and reasoning.

Information Technology Skills—Most people need some information technology (IT) skills to find work today. Acquiring basic IT skills and being familiar with using a computer may open up a wide range of employment opportunities and increase your marketability in the workplace.

V. Application (15 minutes)

Maniquin Challenge

Directions

1. Form groups of five learners per group. Give each group a maniquin challenge topic secretly. As the group presents, the other groups will guess what the performing group is presenting. The group with the highest correct answers wins. Below are suggested tableau topics to be guessed.

A referee officiating a basketball game A chef cooking A policeman catching a thief A lawyer defending his/her client in a court An entrepreneur operating a business

Guide Questions

1. Were you able to identify the profession portrayed at once? Why?
2. Did the groups effectively show the knowledge and skills of the professionals they were portraying? Support your answer.
3. What challenge/s did you experience in demonstrating the character or profession assigned to your group?

VI. Reflection (10 minutes)

Activity 2.1 Reach for a Star

Directions: Have learners write an essay about their dream profession/career with the title: "Reach for a Star." Have them write this in their journal. Give the questions below as their guide.

Guide Questions

1. What skills do I need to develop/hone in order to reach my star (dream career)?
2. Do my skills propel my plan to become a successful professional in the near future?
3. What steps should I make in order to achieve my goal?

VII. Evaluation (10 minutes)

Activity 2.2 Like Me, Not Like Me

Distribute Activity Sheet 2.1 (Appendix 5). Have learners rate themselves honestly. Their ratings will give direction for their own improvement. Have them check the column that they believe speaks about them.

Legend:

Like Me (1) — means you have that particular skill

Not Like Me (2) — means you do not have that particular skill

Remember: Every individual is unique. Do not compare yourself with your classmates. You have your own strengths and weaknesses.

People Skills	Like Me 1	Not Like Me 2
Speaking		
Leading		
Selling		
Helping		
Negotiating		

Data Skills	Like Me 1	Not Like Me 2
Computing		
Checking		
Analyzing		
Researching		
Tabulating		

Thing Skills	Like Me 1	Not Like Me 2
Repairing		
Operating		
Inspecting		
Assembling		
Manipulating		

Idea Skills	Like Me 1	Not Like Me 2
Expressing		
Predicting		
Implementing		
Instructing		
Organizing		

A plan and a well-prepared assessment can bring out areas for self-growth. Knowledge, skills, and a positive attitude are the driving forces for a holistic development that would direct the realization of an individual's career achievement. Based on the activity above, consolidate your answers by listing down the skills in each column.

Like Me (1)	Not Like Me (2)

Guide Questions

1. What possible profession/career fit into your skills?
2. What other skills do you need to develop to succeed in your chosen career?
3. What steps do you need to undertake to achieve your dreamed profession?

VIII. Assignment (optional, 5 minutes)

Directions: Have the students go to their original groups and plan to interview professionals in the community about their success stories. Ask how they were able to develop the knowledge and skills needed in their chosen profession. Have each group take a video during the interview and upload it on Facebook with the hashtag #shinelikeastar, with the permission of the persons interviewed.

3

Reaffirming the Chosen Track

Introduction

Information is essential in every decision making. Information is usually gathered from various sources to give a better picture of what we want to know and on what bases we are making such a decision. This module presents several sources of information about career choices that could influence or modify the decisions we make for our future.

Total Time Allotment: 90 minutes

Materials

- puzzle (9 pieces)
- paper doll (made of cardboard)
- cardboard or hard paper
- dressing materials (cloth, art papers, or recyclable materials)
- scissors
- paste/glue
- crayons
- coloring materials
- pens
- cartolina/manila paper
- projector
- laptop
- speaker
- activity sheet

I. Objectives

At the end of this module, the learners are expected to:

1. determine the different sources of information relevant to curriculum exits;
2. evaluate the different sources of information relevant to their preferred curriculum exit
3. match the knowledge and skills to the job market demands and possible curriculum exits; and
4. value the importance of the chosen track/strand.

Activities

1. "Finding a Job" (*Motivation*)
2. Completing a Puzzle; Career Linking (*Main Activity*)
3. Sources of Information (*Lecturette*)
4. Dressing Up Mini Me (*Application*)
5. Realizations about Curriculum Exit Plan (*Reflection*)
6. My Career Information Sheet (*Evaluation*)

II. Motivation (12 minutes)

Have the students watch a video presentation on "Finding a Job" (00:04:56)

***Note:** The video is available in DOLE offices. Visit your DOLE regional or provincial field offices to avail of other Labor and Employment Education Services (LEES) videos. If the video is not available, ask the students about any experiences or stories of finding a job. Let them share and ask how they got information about the job and why it is important to have a source of information about any job.*

Guide Questions

1. What does the video tell about?
2. What does it say about acquiring information before making a decision?
3. Do you think this is all-important? Why?

III. Main Activity (27 minutes)

Activity 3.1: Completing a Puzzle (10 minutes)

Procedure

1. Have the class form five groups.
2. Distribute the nine-piece puzzle to each group.
3. Instruct the learners to complete the picture puzzle in two minutes.
4. Let them read the infographic.

Guide Questions

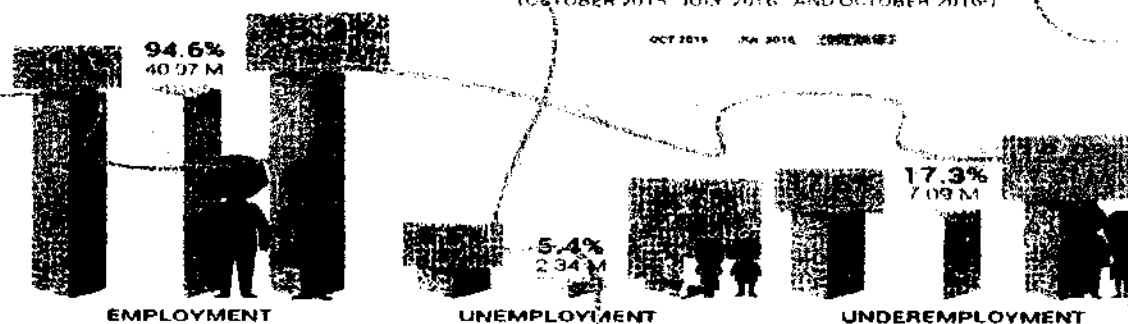
1. What can you say about the data on employment, underemployment, and unemployment in the country?
2. What sector served as the biggest contributor in the employment rate as of October 2016?
3. Is the infographic helpful to you? Why?
4. What do you think are the sources of information in the infographic?

THRIVING ECONOMY CONTINUES TO BOOST LABOR MARKET

The Philippine labor market boomed to a new high as the rate of employment increased in October 2016.

LABOR AND EMPLOYMENT INDICATORS*

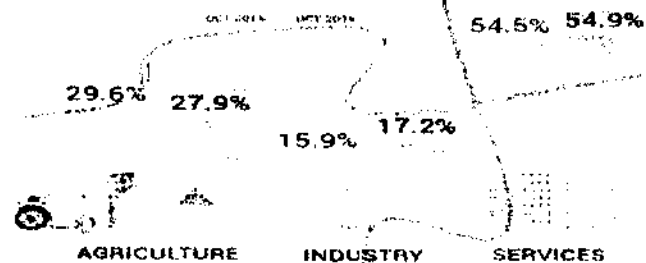
(OCTOBER 2015, JULY 2016, AND OCTOBER 2016)



The Philippine Statistics Authority's Labor Force Survey (LFS) for October 2016 showed that employment rate rose to 95.3 percent to reach 41.7 million Filipinos employed. This rate is highest among the results in all of the previous October rounds of the LFS since 2006.

EMPLOYMENT RATE BY MAJOR SECTORS

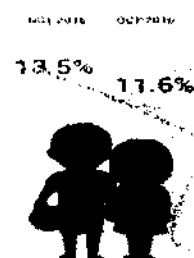
(OCTOBER 2015 AND OCTOBER 2016)



The services sector remained the top employment contributor with a share of 54.9 percent or 22.9 million of the total employed. The industry sector, meanwhile, accounted for 17.2 percent or 7.2 million of the total employed in October 2016, driven largely by strong growth in manufacturing and construction.

YOUTH EMPLOYMENT RATE

(15-24 AGE GROUP, OCTOBER 2015 AND OCTOBER 2016)



The unemployment rate among the youth continued to decline in October 2016 at 11.6 percent, also a record low for all October rounds of the LFS since 2006. Likewise, the share of inactive youth—those who are neither studying nor employed—has consistently been declining in the past four years and has dropped to 20.5 percent in October 2016.



National Economic and Development Authority



www.neda.gov.ph











/NEDAph

Source: National Economic and Development Authority

Activity 3.2 Career Linking (17 minutes)

Procedure

1. Tell students to remain in their respective groups.
2. Distribute envelopes containing the following logos or icons as sources of information and let them identify each.

Icon/Logo	Description
	School Guidance Counselor
	Department of Education
	Department of Labor and Employment
	Project JobsFit of the Bureau of Local Employment
	Philjobnet of the Bureau of Local Employment
	Philippine Overseas Employment Administration
	Overseas Workers Welfare Administration
	Professional Regulation Commission
	Technical Education and Skills Development Authority
	Civil Service Commission

	Public Employment Service Office
	Commission on Higher Education
	Department of Trade and Industry

- After identifying the logos/icons, have learners paste these on manila paper or cartolina according to the relevance of the sources of information to the curriculum exits. Follow the format below.

Work	Business	College/University

- Have them assign a rapporteur in their own group to report their output in class.
- Be sure to give an overview of each source of information relevant to the curriculum exits.

IV. Lecturette (20 minutes)

In choosing a career, it is essential to first acquire substantial information about the different courses in order to come up with a valid and well-thought of decision. Laying down all possibilities and considering several prospects would result in a more advantageous, attainable, and viable career path.

Sources of Information

Schools' Guidance Office

A school's guidance office is managed primarily by a Registered Guidance Counselor (RGC) as mandated by RA 9258, who implements a Career Guidance Program that provides career counseling to both individuals and groups; administers and interprets career tests; and provides other services such as referral, placement, research, information, and orientation.

In the absence of an RGC, a career guidance advocate may lead the implementation of a career guidance advocacy program in the school. An advocate facilitates the information dissemination of career related materials such as Labor Market Information; coordinates with the local government units whereas labor and work related offices such as the Department of Labor and Employment (DOLE), Technical Education and Skills Development Authority (TESDA), Public Employment Service Office (PESO), and other stakeholders; serves as conduit in the implementation of the DepEd Career Guidance Advocacy Program between the schools division offices and the schools; and manages other related Career Guidance Advocacy activities.

The limitation to the conduct of the Career Guidance Program of career guidance advocates to a legally valid term of Career Guidance Advocacy Program is consistent with the provisions of RA 9258 otherwise known as the Guidance and Counseling Act of 2004 and RA 10533 otherwise known as the Enhanced Basic Education Act of 2013.

Career guidance advocates may only conduct certain career guidance-related activities that are part of the Career Guidance Program which an RGC is explicitly mandated to conduct as provided for in the above-mentioned laws.

Career Guidance information is generally available in the guidance offices.

Department of Education

The Department of Education (DepEd) is a government agency that formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and nonformal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

The Department through its partnerships with industries and private entities may provide the needed labor market information in coordination with DOLE.

DepEd can be reached through its website: www.deped.gov.ph/.

Department of Labor and Employment

The Department of Labor and Employment (DOLE) is a national government agency that envisions that every Filipino worker attains full, decent, and productive employment. It formulates policies and implements labor laws and labor-related legislations in order to promote gainful employment opportunities, develop human resources, protect workers and promote their welfare, and maintain industrial peace.

DOLE has different bureaus addressing specific concerns on labor. They include the Bureau of Local Employment, Labor Relations, Workers with Special Concerns, Working Conditions, International Labor Affairs, regional offices, and the Philippine Overseas Labor Offices.

Bureau of Local Employment

The Bureau of Local Employment (BLE) develops policies, researches, labor market analysis, strategies, programs, projects, operating guidelines and standards, and provides advisory relative to local employment promotion and administration.

Programs/Projects of the Bureau

Project JobsFit—The DOLE 2020 Vision or Project JobsFit is the forerunner of the Department of Labor and Employment's priority deliverable projects for 2009. This forward looking activity was based on researches, information gathering, and networking with key stakeholders. It was carried out as part of DOLE's firm resolve to adopt coherent and innovative strategies to carry out its mandate in providing efficient employment facilitation services and respond to the prevailing skill and job mismatch underlying the unemployment and underemployment problems in the country.

Labor Market Information—The Project JobsFit resulted in the formulation of the Labor Market Information (LMI) which provides timely, relevant, and accurate signals on the current labor market such as in demand jobs and skills shortages by developing client-specific LMI education and communication materials.

The material is part of the commitment of DOLE to support the Career Guidance Advocacy Program which seeks to promote career guidance as tool in assisting jobseekers particularly students in making informed career choices.

In developing the LMI, DOLE engages its key stakeholders—industry, academe, and labor employers' groups—to gather labor market signals. Training and educational institutions use them in reviewing their respective curricula, policies, standards, and guidelines to keep them abreast with industry requirements.

Example: Region 6

KEY EMPLOYMENT GENERATORS (2013-2020)	
TRADITIONAL EMPLOYMENT DRIVERS	
INDUSTRIES	REGIONS
Agribusiness	CAR, I, II, III, V, VI, VII, IX, X, XI, XII
Construction	NCR, CAR, I, II, III, V, VI, VII, VIII, X, XI
IT-BPM (Cyberservices/BPO)	NCR, CAR, III, V, VI, VII, X
Health, Wellness and Tourism	NCR, CAR, II, III, V, VI, VII, VIII, X, XI
Hotels and Restaurants	NCR, I, CAR, II, III, V, VI, VII, VIII, X, XI, XII
Wholesale & Retail Trade	NCR, I, V, VII, X, XI
Banking and Finance	I, X
Mining	CAR, II, VII, X, XII
Transport and Logistics	
Aviation	NCR, II, VII, * XI
Maritime	VII
Land	I, VII, X
Manufacturing	CAR, I, III, VI, VII, X, XI
Real Estate	VI, VII, X
Power	I, VIII
Education	I, II, VII, X

Example: Region 6

EMERGING INDUSTRIES	
INDUSTRIES	REGIONS
Real Estate	NCR, XI
Transport and Logistics	NCR, III, VI
Ship Building	II, III
IT/BPM	CAR, II, V, VI, VIII, IX, XII
Manufacturing (Metals & Canning)	CAR, IX
New & Renewable Energy	II
Power	VI
Hotel, Restaurant & Tourism	II, V, VIII, IX, XII
Health & Wellness	XI, XII
Education	VI
Mining	VIII, IX
Agribusiness	VIII (Fishery, Crops, Poultry & Livestock) X (Bamboo, Seaweed, Coco Coir, Banana, Rubber, Processed Food, Coffee & Others) IX, XI (Fishing) XII (Sugarcane, Pineapple, Banana, Bamboo, Rubber & Fishing)
Quick Services (Fast Food Industry)	III

Inclusion of Region II in Tourism was based on the report of the Philippine Tourism Authority.

Philjobnet—Philjobnet is an automated job and applicant matching system which aims to fast-track jobseekers search for jobs and employers search for human resource. It can be accessed through www.phil-job.net.

The Bureau of Local Employment can be reached through its website: www.ble.dole.gov.ph/.

Bureau of Labor Relations

The Bureau of Labor Relations (BLR) develops policies, programs, projects, operating guidelines and standards, and provides advisory relative to the administration and enforcement of laws pertaining to labor—management relations including workers' organization, registration, and development, and resolving appealed intra- and inter-union disputes.

Bureau of Workers with Special Concerns

The Bureau of Workers with Special Concerns (BWSC) develops policies, programs, projects, operating guidelines and standards, and provides advisory/assistance relative to the development and protection of workers that include own-account and self-employed workers; informal and rural workers including sugar workers, women workers, young workers, working children, differently-abled, the older and elderly workers, and workers in the personal service of another.

Bureau of Working Conditions

The Bureau of Working Conditions (BWC) primarily performs policy and program development and advisory functions in the administration and enforcement of laws relating to labor standards.

International Labor Affairs Bureau

The International Labor Affairs Bureau (ILAB) develops policies, plans/programs, projects, guidelines/procedures, and standards relative to international labor and employment concerns; and monitors the country's observance and implementation of all obligations, courtesies, and facilities required by international labor affairs/associations/institutions. It also provides advisory service in the supervision, monitoring, and reporting of operations/activities of the Philippine Overseas Labor Offices (POLO) in different countries, and serves as the instrumentality for technical cooperation, programs, and activities with other countries and international institutions.

Regional Offices

The regional offices and field offices are the operating arms for directly implementing the plans and programs developed by the bureaus and administering and enforcing labor standards and laws. Each regional office has a Mediation Arbitration and Legal Service Unit, an Internal Management Services Division, Technical Services and Support Division, and field offices.

Philippine Overseas Labor Offices

The Philippine Overseas Labor Offices (POLO) are the operating arms of the DOLE in different parts of the world. They take charge of administering and enforcing the duly adopted policies and programs of the Department about international labor affairs. The DOLE has the following overseas offices: Middle Eastern Affairs Division, American and European Affairs Division, Asian and Pacific Affairs Division, and the International Relations and Cooperation Division.

To further implement its mandate effectively, DOLE has the following attached and/or coordinating agencies:

Employees' Compensation Commission

The Employees' Compensation Commission (ECC) formulates policies, programs, and guidelines on occupational safety and health in the areas of prevention, compensation, and rehabilitation; undertakes continuing research and studies; extends technical assistance and advice on hazard recognition, risk assessment, and abatement and control of hazards; plans, develops, prescribes, implements, and monitors training programs on occupational safety and health; acts as clearinghouse of information on all matters pertaining to Occupational Safety Hazards; and reviews and/or decides appealed cases from the GSIS and SSS.

National Conciliation and Mediation Board

The National Conciliation and Mediation Board (NCMB) formulates, develops, and implements policies, programs, projects, standards, procedures, manuals of operations, and guidelines for the effective conciliation and mediation of labor disputes, and promotes workplace relations enhancement schemes, grievance handling, voluntary arbitration, and other voluntary modes of dispute prevention and settlement.

Overseas Workers' Welfare Administration

The Overseas Workers' Welfare Administration (OWWA) formulates and implements policies, programs, and projects in the administration of the welfare fund for overseas workers to be used for social and welfare services including insurance coverage, legal assistance, placement assistance, and remittance services.

Philippine Overseas Employment Administration

The Philippine Overseas Employment Administration (POEA) promotes and develops the overseas employment program, protects the rights of migrant workers, and regulates private sector participation in recruitment and overseas placement.

National Labor Relations Commission

The National Labor Relations Commission (NLRC) is a quasi-judicial body tasked to promote and maintain industrial peace by resolving labor and management disputes involving both local and overseas workers through compulsory arbitration and alternative modes of dispute resolution.

National Wages and Productivity Commission

The National Wages and Productivity Commission (NWPC) acts as the national consultative and advisory body on matters relating to wages, incomes, and productivity; formulates policies, programs, guidelines, and standards on wages, income, and productivity improvement programs; and reviews regional wage levels set by the Regional Tripartite Wages and Productivity Boards (RTWPBs).

Professional Regulation Commission

The Professional Regulation Commission (PRC) regulates and supervises the practice of the professionals who constitute the highly skilled manpower of the country. This government agency can be reached through its website: www.prc.gov.ph/.

Technical Education and Skills Development Authority

The TESDA manages and supervises technical education and skills development (TESD) in the country. It is the leading partner in the development of the Filipino workforce with world-class competence and positive work values.

To provide equitable access and provision of TSED programs to the growing technical and vocational education and training (TVET) clients, TESDA continues to undertake direct training provisions. There are four training modalities—school-based, center-based, enterprise-based, and community-based. These are being done with TESDA's infrastructure in place—57 TESDA administered schools, 60 training centers, enterprise-based training through DTS/apprenticeship, and community-based training in convergence with local government units.

This government agency can be reach through its website: www.tesda.gov.ph/.

Government Service

The Civil Service Commission is the Human Resource Department of the government that promotes morale, efficiency, integrity, responsiveness, progressiveness, and courtesy in the Civil Service. This government agency can be reach through its website: www.csc.gov.ph/.

Local Government Unit Level

The Public Employment Service Office is a non-fee charging multi-employment service facility or entity established or accredited pursuant to Republic Act No. 8759 otherwise known as the PESO Act of 1999.

They carry out full employment and equality of employment opportunities for all, and for this purpose, to strengthen and expand the existing employment facilitation service machinery of the government particularly at the local levels, there shall be established in all capital towns of provinces key cities, and other strategic areas, a public employment service office.

It is community-based and maintained largely by local government units (LGUs) and a number of nongovernment organizations (NGOs) or community-based organizations (CBOs) and state universities and colleges (SUCs). The PESOs shall be linked to the regional offices of DOLE for coordination and technical supervision, and to the DOLE central office, to constitute the national employment service network. For more information, visit your PESO located in your municipalities, cities, or provinces.

Higher Education

The Commission on Higher Education (CHED) is the key leader of the Philippine higher education system. It works effectively in partnership with other major higher education stakeholders in building the country's human capital and innovation capacity toward the development of a Filipino nation as a responsible member of the international community. This government agency can be reached through its website: www.ched.gov.ph/.

Business and Enterprise

The Department of Trade and Industry (DTI) is tasked to foster a competitive and innovative industry and services sector that contributes to job generation and inclusive growth; and to advance the rights and responsibilities of consumers. This government agency can be reached through its website: www.dti.gov.ph/.

Note: Aside from the government sources of information, there are other local and international websites, private organizations, companies, and the like that may offer information on career matching and job placement. However, the Department of Education does not endorse in any other way, form, nor connect with these websites or companies. Examples of these websites are: Edukasyon.ph, JobStreet, WorkAbroad.ph, Trabaho.com, Kalibrr, [Monster Philippines](http://MonsterPhilippines), [Gigajob Philippines](http://GigajobPhilippines), JobsDB.

Guide Questions

1. Did the information help you in setting your curriculum exit? How?
2. What skills are needed to pursue your curriculum exit? Do you already have these skills?
3. What do you intend to do with the skills you already possess for the goal you will pursue?

V. Application (15 minutes)

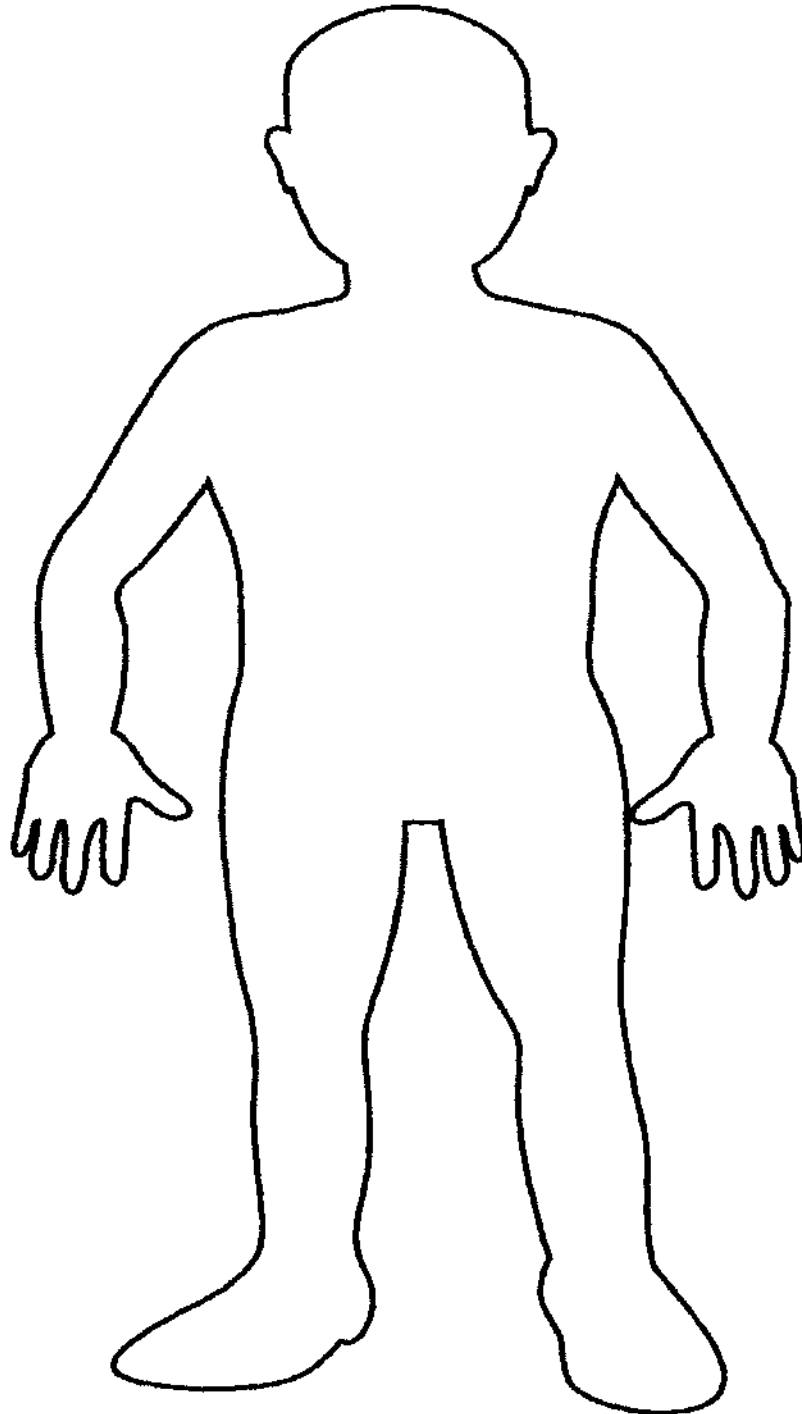
Activity 3.3: Dressing Up Mini Me!

Procedure

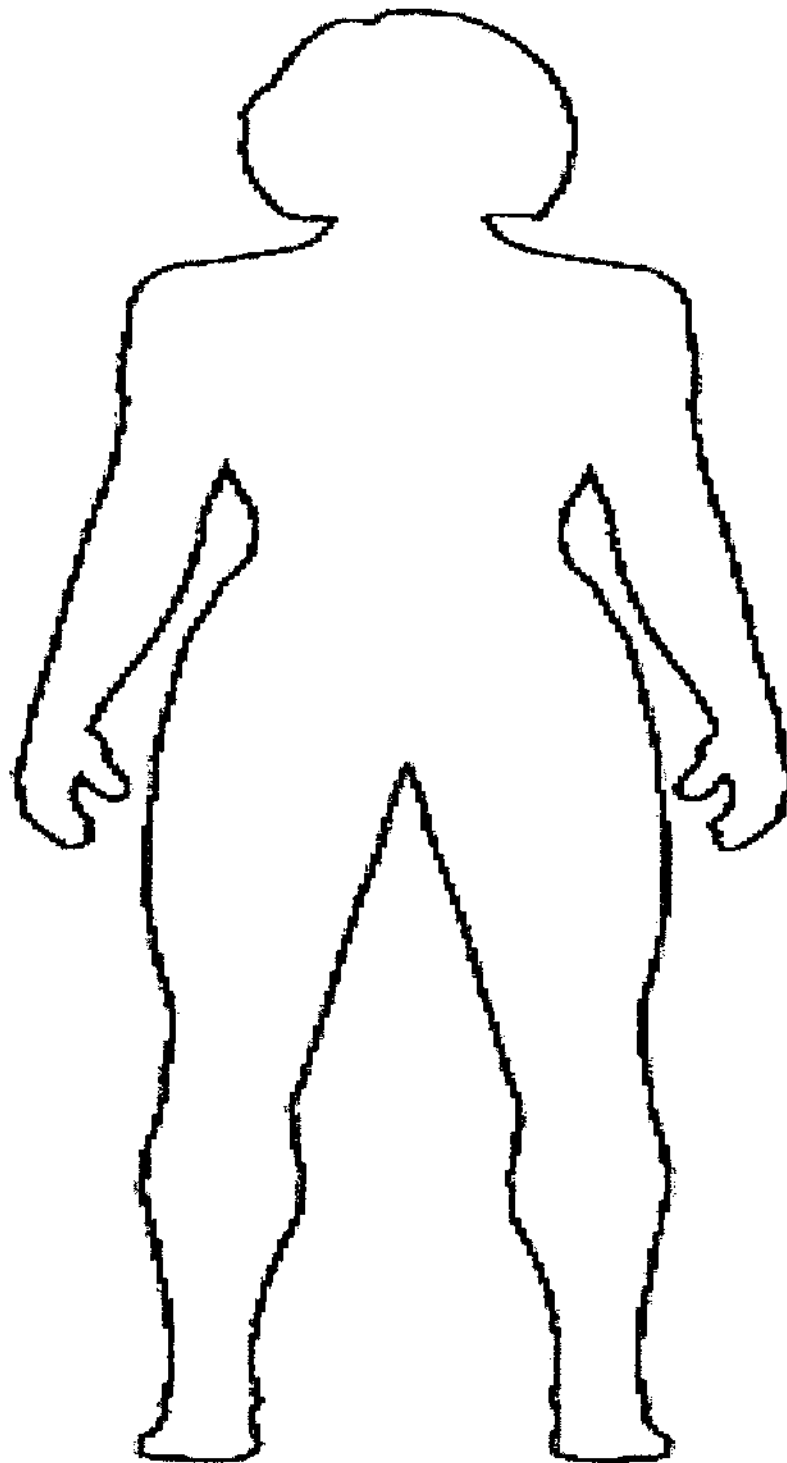
1. Cut out the Mini Me.
2. Dress the doll based on your preferred curriculum exit (e.g., Kolehiyo—Teacher). Include tools of profession or curriculum exits.
3. Determine the symbolic parts of the dress/tools (e.g., book, uniform)
4. In the symbolic parts, write down the skills and/or knowledge (e.g., communication skills, interpersonal relations, logical reasoning ability, clerical-mechanical skills) needed for the preferred curriculum exits.
5. In the symbolic tools, write down the possible job market demands (Public School Teacher/SHS Teacher/Private School Teacher/Tutor/Trainer, etc.) and possible curriculum exits.

Note: Let the learners keep their "Mini Me" because it will be used in a later module or they may display it in their Homeroom Guidance Corner.

Mini Me! (Male)



Mini Me! (Female)



VI. Reflection (5 minutes)

1. Do the information about your curriculum exit fit with your current abilities or skills?
2. Do you think you already have enough information? Why do you say so?
3. How will you plan out your preferred curriculum exit?
4. What are your realizations about the activity? How will you apply these in planning out your career?

VII. Evaluation (10 minutes)

Activity 3.4: My Career Information Sheet

Procedure

1. Distribute the career information sheets.
2. Instruct the learners to map out other preferred alternatives aside from their preferred curriculum exit.
3. Let the learners answer the questions in the information sheet.

VIII. Assignment (3 minutes)

1. Instruct the learners to share their Career Information Sheet to their parents, guardians, and significant others. Both student and parents/guardians will affix their signatures in the activity sheets.
2. In your Journal, write the implications of what you have written in your Career Information Sheet.
3. Let the learners take home the "Fit Me Right" activity sheet for their parents to answer and sign.

4

Fit Me Right

Introduction

Choosing a career is a very crucial aspect of a learner's decision making process. It could make or unmake his/her future. Deciding on what to pursue therefore needs to be taken slowly and cautiously.

In this module, learners will be led to a process of making decisions on what career to pursue, taking into consideration different intervening factors. Moreover, learners will realize that most of the time, there be people around them who would influence, control, or pressure them in their decisions. The role of parents and other support system in the learners' decision-making is also given emphasis in this module.

Time Allotment (90 minutes)

Materials

- Activity Sheets 1- 4 found in the appendix section
- PowerPoint presentation for the lecturette
- Video clip presentation
- Comic strip as an alternative reading material
- Reflection notebook/paper

I. Objectives

At the end of this module, the learners are expected to:

1. discuss the role of parents, guardians, and significant others in pursuing a profession or career;
2. evaluate the role of parents, guardians, and significant others in deciding for a profession or vocation; and
3. express commitment to pursue the chosen track/strand.

Activities

1. A Walk to Remember (*Motivation*)
2. Fit Me Right (*Main Activity*)
3. Career Choice and Career Support Checklist (*Lecturette*)
4. Creative Presentation (*Application*)
5. Causes of disagreement between child and parents (*Reflection*)
6. Pledge of Commitment (*Evaluation*)

II. **Motivation** (10 minutes)

A Walk to Remember

Procedure

1. Set up two columns inside the classroom. Column 1 is **Yes** while column 2 is **No**.
2. Flash each of the 10 statements for the learners to read. For every statement flashed, the students will line up to the column of their choice—whether *yes* or *no*.

Note: *In the absence of an LCD projector, read each statement aloud.*

3. Statements:
 - a. Your parents/guardians spark your motivation in discovering your passion.
 - b. Your parents/guardians provide direction and guidance in choosing a career path.
 - c. Your parents/guardians worry about their expectations from you that may end up as a failure.
 - d. Your parents/guardians influence you on your career outlook.
 - e. Your parents/guardians influenced you to follow their ideas and views about choosing a career during their days.
 - f. Your parents/guardians are interested in your well-being and success.
 - g. Your parents/guardians have the best knowledge about your interests and abilities.
 - h. Your parents/guardians spend time with you in cultivating your career interests and considerations.
 - i. Your parents/guardians say that they know best when it comes to the right career you will pursue.
 - j. Your parents/guardians have less time or no time at all to answer your queries about career choices.

Guide Questions

1. How did you feel about the activity?
2. How many of the statements tell about your choice for a career? How many do not?
3. Did the statements prove beneficial to you now?
4. If you were given a chance to alter your choice of career, would you do that? Why?
5. What are your realizations?

Note:

1. Remind students to reflect on their answers first before lining up in the column. Tell them to refrain from following the decisions or responses of their peers or groups.

2. Emphasize the value of cooperation and orderliness in the conduct of the activity.
3. Be creative in facilitating the activity to the learners. Make it less formal so students would feel comfortable in answering the questions.

III. Main Activity (20 minutes)

Fit Me Right

Procedure

1. Students and parents will answer the questions in the feet graphic organizer provided in Appendix 7 as Activity Sheet No. 4.1.
2. Students were given the activity sheet for their parents to answer during the previous module. Return these activity sheets to students.
3. Ask students to compare their answers with those of their parents.

Questions

For the Parents/Guardians	For the Students
1. <i>Anong kurso/curriculum exit ang nais mong kunin ng iyong anak?</i>	1. <i>Anong kurso/curriculum exit ang nais mong kunin?</i>
2. <i>Sino ang mga taong nakaimpluwensiya sa iyong anak sa pagpili ng kurso/curriculum exit?</i>	2. <i>Sino ang mga taong nakaimpluwensiya sa iyo sa pagpili ng kurso/curriculum exit?</i>
3. <i>Sapat ba ang abilidad at kakayahan ng iyong anak upang makamit ang kursong ito?</i>	3. <i>Sapat ba ang abilidad at kakayahan mo upang makamitan ang kursong nais mo?</i>
4. <i>Sa palagay mo, angkop kaya ang kursong ito sa iyong anak?</i>	4. <i>Sa palagay mo, angkop ba sa iyo ang kursong ito?</i>

Guide Questions

1. Do you have the same answers with those of your parents?
2. How do you feel about it?
3. If your answers are different, how do you intend to resolve it?

IV. Lecturette

1. Show a short video about "*Estudyante, nalilito sa pipiliing kurso sa kolehiyo.*" (<https://www.youtube.com/watch?v=EPMGcpxQlls>)
2. A PowerPoint presentation accompanies this part. Use it for more convenient discussion of the important concepts.
3. If a video player/projector is not available, use the dialog, "*Ang Gusto ni Francis*" as an alternative or additional reading activity for the learners (Appendix 8).

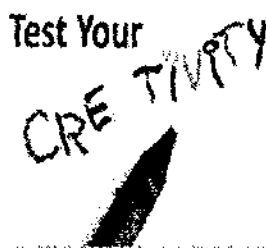
Guide Questions

- a. What does the video presentation tell about?
 - b. Who among you can relate with the video presentation/comic strip?
 - c. What do you think about the roles of parents/guardians in the pursuit of your career choice?
4. Discuss the role of parents in helping their children choose a career using the statements under "Mga Gampanin ng Magulang sa Pagpili ng Anak ng Kaniyang Karera." (Appendix 9, Activity Sheet No. 4.2)
5. Distribute copies of the "Mga Gampanin ng Magulang sa Pagpili ng Anak ng Kaniyang Karera" after the discussion.
6. **Lecture Proper**
Other than the roles of parents you have identified, experts say that there are other roles that your parents can do in support of your career choice. These are the following:
- a. *Mahalaga ang pagtitiwala ng mga magulang sa inyong kakayahan at pangarap. Mahalaga rin na kayo ay kanilang ganyakin upang pag-usapan ang mga katanungan na may kinalaman sa napiling karera.*
 - b. *Malaking tulong ang paglalaan ng panahon ng inyong magulang upang pag-usapan ang mahahalagang bagay tungkol sa karera.*
 - c. *Mahalaga ring matulungan kayo ng inyong magulang sa pagtuklas ng inyong kalakasan, interes, at kakayahan sa pagpili ng karera.*
 - d. *Hikayatin nila kayo na magsaliksik pa tungkol sa napiling karera sa pamamagitan ng pakikipag-usap sa mga taong may kaparehong kurso at trabaho, at sa pagbabasa ng mga impormasyon tungkol sa karera.*
 - e. *Dapat kilalanin ng inyong mga magulang ang inyong kalakasan, kakayahan, at kahinaan at suportahan kayo sa inyong magiging desisyon.*
 - f. *Mahalaga ring himukin nila kayo na tuklasin ang iba't ibang karera na maaaring pagpilian batay sa inyong kakayahan, kalakasan, at interes.*
 - g. *Magplano kayo kasama ng inyong mga magulang sa posibleng hakbang na gagawin kung hindi kayang tustusan ang karerang napili.*
 - h. *Kailangang ipakita ng inyong mga magulang ang kanilang suporta sa karerang inyong napili sa pamamagitan ng pagpapalakas ng inyong loob na kakayanin ang ano mang hamong dumating.*
7. Provide learners with a copy of Activity Sheet No. 4.3: "Career Choice and Career Support Checklist" found in Appendix 10. Let them accomplish the questionnaire.
8. Discuss the results of the activity by asking the following questions:
- a. Do you think you were able to get 100% support of your parents regarding your career choice and curriculum exit? How many answers did you have under *Strongly Agree* and *Agree*? How many did you answer *Strongly Disagree* and *Disagree*?

- b. What does the result say about the support of your parents/guardians? Do you think the list of roles of parents in your career choice and curriculum exit are enough?
- c. If not, can you point out other roles of parents in terms of career choice and curriculum exit support?
- d. What does the result say about your abilities and skills? Do you think you are equipped with all the factors needed (your abilities and skills and the support of your parents/guardians) to sustain your preferred career? Why do you say so?

V. Application (15 minutes)

Directions: Prepare a creative presentation for the following situation. It could be in the form of role play, poster, interpretative dance, or a song.



If you were a parent, what would be your role in the career path of your child?

1. Group the learners according to their interest or create a way to come up with several groupings of learners depending on their interests and strengths.
2. Instruct each group to prepare for their number at the shortest possible time. Tell them that this activity is bound by time. They should strive to follow it strictly.
3. Encourage them to come up with varied types of presentation or you may assign a particular group to perform a specific task.
4. Monitor each group as they prepare for their presentations.
5. Use rubrics to evaluate the group's presentation (Appendix 11, 12, 13, 14).

VI. Reflection (5 minutes)

1. What are the causes of disagreement between a child and the parents when choosing a career path?
2. Is the support of your parents in choosing a career path important to you? Why?

Note:

1. Remind students to consider the feelings and situation of their own family and the output they presented.
2. Monitor the learners and make sure that each works on his/her own and does not copy the entry of classmates.
3. As much as possible, collect the journals after the activity and give feedback.

VII. Evaluation (5 minutes)

A. Most Significant Learning from the Module

1. What struck you most in this module?
2. Are the support of your parents and significant others in your life necessary in setting direction for your career path?

B. Pledge of Commitment

1. Fill in the blanks in the pledge of commitment provided in Appendix 10, Activity Sheet No. 4.4.
2. Recite the pledge together as a class.

Note:

1. Encourage learners to reflect on the questions first before answering.
2. Discourage students from copying the work of their peers. Let them reflect on their own learning.
3. Check the journal entry of the learners.

VIII. Assignment (5 minutes)

1. Secure a copy of "*Mga Gampanin ng Magulang sa Pagpili ng ng Anak ng Kaniyang Karera*" (Appendix 9). Let your parents read this thoroughly. After reading, let them affix their signature at the bottom of the paper. Return the signed paper next meeting.
2. For the Pledge of Commitment, let your parents affix their signature in the blank provided.
3. Interview professionals in your community whose career is similar to your choice. Ask the following questions. (You may add more questions.)
 - a. Why did you choose this career?
 - b. Did your parents support you in deciding what career to pursue?
 - c. What are needed to qualify for this career?

5

Rising Toward the Reality of My Dreams

Introduction

This module is about helping the learners identify the skills and abilities that will help them determine the most realistic profession and career for them.

The learners' knowledge of their skills and abilities will enable them to make career decisions that match their potentials and expertise. Facilitating the learners' skills assessment will aid them in making career choices that will empower them to maximize the available local and foreign opportunities after they exit from the senior high school curriculum.

Time Allotment (90 minutes)

Materials

- paper and pen
- carton box/bowl
- scissors
- manila paper
- colored paper/construction paper
- copies of skills-based resume
- copies of Career Progression Sheet
- copies of Self-Assessment Skills Inventory

Note: You may use alternative resources or other similar materials if those above are not available.

I. Objectives

At the end of this module, the learners are expected to:

1. identify the qualifications, abilities, and skills necessary in the preferred profession, and vocation;
2. make a decision about the preferred career; and
3. share insights and experiences on the process of choosing the preferred profession or career.

Activities

1. Activity on identifying skills whether "hard" or "soft" (*Motivation*)
2. Completing a Career Progression Sheet (*Main Activity*)
3. Exploring Skills, Abilities, Interests, and Values (*Lecturette*)
4. Self-Assessment Skills Inventory/Writing a Resume (*Application*)
5. Reflective questions about written resume (*Reflection*)

5. Reflective questions about written resume (*Reflection*)
6. Elevator Pitch (*Evaluation*)

II. Motivation (10 minutes)

Note: Check if learners were able to do their assignment of interviewing professionals. Ask some volunteers to share information they gathered, specifically on the qualifications required of the professions of the people they interviewed.

Prior to the activity, prepare the following:

1. List of soft skills encoded or written on yellow colored paper or construction paper.
2. Provide spaces in between the skills for cutting.
3. Do the same with the hard skills, on a blue colored paper or construction paper.

Soft Skills

- Teamwork
- Listening
- Honesty
- Flexibility
- Open mindedness
- Good decision making
- Interpersonal relations skills
- Dependability
- Enjoying challenge
- Calmness, Warmth
- Leadership Skills
- Service-orientedness
- Encouraging
- Resiliency

Hard Skills

- Multi-tasking
- Computer programming
- Hair dressing
- Artistic
- Plays different sports
- Driving
- Bartending
- Culinary Skills
- Assembling
- Repair
- Carpentry
- Interior Designing
- Machine work
- Gardening/Agriculture
- Computing
- Tabulating
- Checking
- Analyzing
- Communication Skills

Directions

1. Assign one learner to act as the "It."
2. Give the mechanics of the activity.

Mechanics

- All learners will form one big circle including the It. There should be no extra seats aside from those occupied by the learners.
- The It will hold the box containing the list of skills. Then, he will ask a learner from the circle to pick a paper from the box. The It will read the skill on the paper and ask the learner if he/she possesses such skill.

Example: Multi-tasking...is this your skill?

If the answer is Yes, everybody will stand and move to the next seat on their left.

If the answer is No, everybody, including the It will stand and find a seat across the circle. The learner who cannot get a seat becomes the new It.

To add perk to the response, the learner who is called by the It is instructed to say "Yes *na* Yes" if the answer is affirmative. If the answer is negative, learner answers "Oh no, I don't have it!"

- For every skill picked, ask learners: "In what profession is the skill useful?" Gather responses.
- Do the next round using the same procedure.

Guide Questions

1. What did you feel while doing the activity?
2. How did this activity help you determine the skills that you need in the workplace?
3. How will the identified skills prepare you in your preferred profession, vocation, and future?
4. What other insights do you have from this activity?

Note: Tell students that those who got blue paper got the hard skills while those who picked the yellow paper got the soft skills.

III. Main Activity (20 minutes)

Procedure

1. Group together those with the same field/cluster preferences, based on the choices they made as reflected in the previous modules. Have each cluster sit in a circle.
2. Assure the learners that they are on the right track toward attaining their dream careers but that they need to understand the skills and qualifications required.
3. Provide each group a copy of the "Career Progression Sheet."

Career Progression Sheet

INNOVE HIRING PROGRAM

INNOVE, a new player in the energy industry, offers job openings to senior high school graduates in your province. Its Human Resource Department manager announced that there are 180 vacancies available for application: 30 researchers, 50 junior clerks, 60 encoders, 30 graphic designers, and 10 company physical fitness coaches.

The important qualifications to consider are the following:

- a. Must be a Senior High School graduate
- b. Must possess the relevant qualifications, skills, and abilities called for by the job
- c. Willing to work under pressure
- d. Must possess good communication skills and can work with less supervision
- e. Willing to be assigned in other provinces

Interested and qualified applicants must submit a resume addressed to John T. Loewy, INNOVE President, thru the Human Resource Manager Jeanie R. Nana

Task

1. The leader of each cluster will read the content of the Career Progression Sheet to their group members.
2. The leader will encourage each member of the group to tell the skills and abilities they possess that coincide with their chosen career. Assign a group secretary to note down the sharing of each member.
3. After the discussion, the secretary will read to the class the list of strengths, skills, and abilities mentioned in the sharing.

Guide Questions

- Do the skills and abilities that you possess fit into the requirements stated in the Career Progression Sheet?
- Based on the skills and abilities you believe you possess, what position best fits you? Does this complement with the career you want to pursue?
- What are your insights or realizations about the activity?

IV. Lecturette (20 minutes)

Examining one's life is an important prelude to success. Socrates once said that an unexamined life is not worth living. Hence, in making a career decision, a process of self-introspection is essential. It is all about exploring and assessing one's skills, interests, abilities, and values, and combining these to result in a satisfying life and career in the future.

Such self-introspection is essential because the most important thing in the field of human resource today is the inner totality of a person. Consider the following scenarios.

Scenario 1

Andrew and Maynard work in the same company as senior computer specialists. Andrew does his work efficiently and effectively. However, he gets irritated when the manager asks him to revise a work or mentor a new employee. Others try to avoid him because of this. Maynard, on the other hand, is less than a year in the company but already has good rapport with majority of the employees. When others or the manager comments on his work, he humbly accepts and tries to adjust accordingly.

If you were the manager of the company, who would you prefer to be promoted and why?

Scenario 2

Nicole was very happy because she was able to put up a small restaurant in their community. Her customers grew in number and they kept coming back because they like the service aside from the cheap but delicious food. One customer suggested that Nicole market her business through social media. She wondered how she would do that since she is not familiar with social media applications.

The scenarios presented support the trend that employers prefer to hire applicants primarily based on attitude rather than aptitude. Many industries, employers, and human resource managers share the same perspective in hiring new employees. It also shows that technical skills are essential in operating a business.

The success of a company includes commitment, focus on the job, humility, and industry of its employees. Studies regarding hiring methodologies established facts that skilled and experienced employees with negative attitude and perspective fail quickly while the lesser experienced ones with excellent attitudes succeed better in the long run (Toren, 2015).

Wherever you go, you carry your attitude with you. So it is important to be aware about the totality of your persons as future workers in different industries and other workplaces, including the skills that you possess—those that need to be developed and those that need to be improved. By doing so, you will be tailored to become competent employees in today's industry preferences, and eventually become best managers in the future. One who plans to venture into enterprising activity must also consider these skills as human resources will play a critical part in the success of the business organization.

There are two major classifications of skills (Doyle, 2016)—hard skills and soft skills.

Hard skills refer to the functional abilities and are generally taught and learned in school, from experience, and from reading books and are evaluated through levels of competencies. A concrete example of this is one's speed in producing work outputs. It also applies to the number or kind of machines a person can operate. These skills are constant across work settings, situations, and workers, which are acquired over time.

Examples of hard skills are the following:

1. encoding
2. machine operation
3. heavy equipment operation
4. carpentry
5. computer programming
6. analyzing
7. computing

Soft skills refer to the personal characteristics and traits of an individual and which are not measurable. Over time and with a positive mindset, these can be developed and enhanced through various opportunities such as values formation and team building. However, the employee himself/herself should have the "will" and the right attitude to make the necessary adjustment in order to build on these values and traits.

Examples of soft skills are as the following:

1. teamwork
2. communication
3. flexibility
4. patience
5. persuasion
6. time management
7. perseverance
8. decision making
9. honesty
10. humility

Your career should be a platform for you to forward your best skills, knowledge about self, and your abilities. Developing and improving your hard skills and creating a balance of your soft skills will not only ensure a promising career, but a healthy, meaningful, and happy life.

In as much as skills are important in the world of work and the business industry, consider also the job qualifications relevant to your career preferences. These are basic requirements entailed by a certain job that also include work experience, personal qualities, lines of expertise, and educational credentials.

Sample qualifications for specific careers are included in Appendix 15 for reference.

Note:

1. Provide students with a copy of the sample qualifications required for a job (Appendix 15).
2. For additional resources on job qualifications, you may visit the following links:
<http://work.chron.com/job-qualification-examples-12829.html>,
<http://info.dogpile.com>, www.dole.gov.ph

Guide Questions

1. Are you aware about your hard skills? your soft skills?
2. Are these skills relevant to the career you want to pursue?
3. What do you intend to do with the skills that you do not possess or are not yet prominent in you?
4. Do you think you are on the right track about your career goal? Why?

V. Application (15 minutes)

Task 1

1. Distribute copy of "Self-Assessment Skills Inventory" sheets to students (Appendix 16).
2. Tell students to write the hard and soft skills that they possess, including their interests and qualifications.
3. Collect the completed sheets for compilation in the students' portfolio. These will be available as ready reference by the Guidance Counselor/Career Advocate for career counseling and for other related purposes.

Self-Assessment Skills Inventory (SASI)

Name:

Chosen Profession/Career:

Skills		Interests	Qualifications
Hard Skills	Soft Skills		

Sample Self-Assessment Skills Inventory (SASI)

Name: Kyle Velasco

Chosen Profession/Career: Electrical Engineer

Skills		Interests	Qualifications
Hard Skills	Soft Skills		
Computing Skills	Decision making Skills	Making designs	Graduate of BS Electrical Engineering Course
Analytical Skills	Flexible	Reading science journals	Board Examination Passer
Computer Programming Skills	Honest		With OJT experience in local engineering firm
Composing technical diagrams			
Creating and explaining design ideas			

Task 2

"I-Resume" – Individual Resume Writing

A resume is a powerful tool that markets an applicant's skills, strengths, and competencies to prospective employers. It provides brief, yet substantive information about how the applicant can contribute to a company or organization.

In this activity, students will package themselves for employment purposes, applying their significant learning in the activities of the previous session.

Procedure

1. Discuss briefly the importance and the parts of a skills-based resume. Give them a sample copy of a resume as their guide.
2. Guide the learners in making their own skills-based resumes.
3. Let them recall what they wrote in SASI—their different skills, interests, and qualifications—which they could use to construct their resume.

Read to the learners the importance of a resume as summed up the article "How to Write a Resume."

Think of your resume this way: It is a means to advertise yourself as to what you can offer to an organizational setting. Remember that your goal is to be qualified for interview for a prospective job. To do this, you must view your resume as a marketing tool to move you closer to your dreams. Therefore, you need to see it as your marketing tool. However, the resume alone, is not the sole factor to land a job. The point is, it's a first step that you need to master with competencies.

Sample of a Skills-based Resume

<p style="text-align: center;">Kyle Velasco 135 Sonny St. Brgy. Bitoon, Province of Bontoc Cell # 09090403112</p> <p>Education Senior High School Graduate – Science and Technology, Engineering and Mathematics (STEM) strand. School: Stella Mariz College, Bontoc, School Year _____</p> <p>Training and Leadership Skills</p> <ul style="list-style-type: none">• Can perform various computer program functions, including Microsoft Word, Microsoft Excel, Microsoft Publisher, Corel Draw• Fluent in written and oral communication using the English language, Filipino, and Sadanga, Ilocano• Can work under pressure and task challenges• Willing to work overtime when needed• Can work and formulate decisions with little supervision• Receptive of others' suggestions and opinions• Able to work and adjust in working with others <p>Organizational Affiliation</p> <ul style="list-style-type: none">• Math Club—as Public Information Officer, links with other clubs and organizations and disseminates relevant information to club members• Supreme Student Government—as member, actively supported all initiated in-campus and off-campus programs and projects

VI. Reflection (10 minutes)

The learners' experience in writing their resume is one of the major trainings in marketing themselves to potential industries. Allow them to share their major learning from the activity by asking the following questions. Have them write their answers in their journal.

1. What interest, skills, and qualification for your chosen career were you able to identify as you were writing your resume?
2. What did you feel while preparing your resume?
3. How will this help you in your chosen career?
4. Do you think your resume will pass the requirements needed for your job? Why?

VII. Evaluation (15 minutes)

Elevator Pitch

It is essential for 21st century learners to be aware and confident in knowing and developing their skills, talents, and abilities as these shall be translated into future jobs and opportunities. In today's set up of job interviews, job fair is common in the Philippines and it is vital that learners are equipped with the knowledge and skills necessary for this endeavor. They should know and be confident to present their best introduction as to who they are and what they can do best in the shortest possible time.

Procedure

1. Introduce the elevator pitch interview, which has to be executed in 30 seconds. The learner will act as the resource manager and another, the interviewee.
2. The interviewee will present his/her skills, abilities, and qualifications in an oral form as brief as it can be to the human resource manager.

Guide questions in formulating the Elevator Pitch (Speech)

1. What do you do best? (Skills)
Learner should be able to identify and articulate for himself/herself and to a potential interviewer what he/she can do best.
Example:
 - I am articulate in written and oral communication.
 - My expertise is in hairdressing.
 - I am currently an active member of the Supreme Student Government.

2. What characteristics best describe you?

Example:

- I am a good listener and I value people.
- I learn fast and I can finish a task independently.
- I am a good team player and believe I am an asset to the company.

3. What do you enjoy doing?

Example:

- I am interested in manipulating computers. I like solving mathematical problems.
- I like to study about nature.

4. What is your purpose for applying for work?

Example:

- This job is an opportunity for me to share and further enhance my skills in designing.
- I am inspired by the assistance your company is offering to the less fortunate yet deserving students.

Sample of Elevator Pitch (Speech): 30 seconds

Sir, good morning po!

Ako po si Elize Reyes, nagtapos ng Senior High School sa Elijah National High School sa strand na HUMMS. Mahusay po ako sa pagsusulat ng mga report at mga opisyal na pakikipagtalastasan sa Ingles, Filipino, at Cebuano. May kasanayan din ako sa paggamit ng kompyuter.

Ang pinakamalakas kong katangian ay ang aking kahusayan sa pakikilungo sa tao. Naging daan ito sa aking pagbuo ng mga programa para sa mga kabataan sa aming komunidad. May karanasan na ako sa pakikipag-ugnayan sa iba't ibang ahensiya na may kaugnayan sa paglilinang ng kaisipan at kasanayan ng mga kabataan. Ilan sa mga ito ay ang camping at retreats. Sa pamamagitan ng mga ito ay naibabahagi ko sa kanila ang aking mga naging karanasan na gagabay sa kanilang paghahanda tungo sa mabungang kinabukasan upang sila ay patuloy na maging responsableng mamamayan.

1. Call on volunteers to present his/her elevator pitch speech.
2. Tell the class, "Based on the presentation, let's give him/her a two thumbs-up and say Hired!" Teacher makes a pointing and thumbs-up gesture to the presenter.

Note: Discuss the reality that some applicants may be denied but that they can apply in other establishments or venture into other enterprising activities depending on what suits their qualifications, skills, and abilities.

Guide Questions

1. How did you feel when you were asked to present yourself?
2. In what way did this activity help you to make plans and prepare for the future?
3. With your skills and abilities, what can you contribute to your country five to ten years from now?

Note: Play the song “Pinoy Ako” by Orange and Lemons. Let students form a big circle and hold hands together while singing the song with appreciation to Filipinos who bring pride to the country. Come up with alternative strategies in the absence of electricity or player.

VIII. Assignment

Coordinate with the English teacher to provide assistance in the enhancement, improvement, or rewriting of learners' resumes.

6 Up in the Ladder of My Career

Introduction

There are many career options to choose from, so senior high schoolers must learn to manage their choice of career and life goal. When they encounter challenges that somehow affect them from reaching their goal, they should not give up. Just as career options are numerous, so are the possible ways of addressing the tests that come along with the preferred career. The same is true when they encounter challenges that hinder them to reach their dreams. For each of the challenges identified in the attainment of their career choice, let us identify possible ways to address them.

This module will guide the learners in applying their abilities and maximizing their resources in deciding for their career. It will also make them realize that there are many factors that affect and in a way, strengthen one's decision making for a career choice.

Time Allotment (90 minutes)

Materials

- activity sheets
- paper
- pen

I. Objectives

At the end of this module, the learners are expected to:

1. name the pros and cons of the decision made for life and career; and
2. formulate ways of addressing the possible challenges and areas for enrichment.

Activities

1. My Priorities (*Motivation*)
2. Factors to Consider in Choosing a Career (*Main Activity*)
3. Difference between goal, need, and value/Jumping the Hurdles Inside of Me (*Lecturette*)
4. I Create My Own Ladder of Success (*Application*)
5. Writing insights and realizations (*Reflection*)
6. My Action Plan (*Evaluation*)

II. Motivation (10 minutes)

This activity will make learners become aware about factors that lead them to the decision of choosing a particular career, including the barriers that they have to deal with at present. This activity will also help learners create strategies in order to deal with these barriers.

Note: Prepare your own answers to the checklist and give this as sample when needed.

Activity Sheet No. 6.1: My Priorities

Directions: Choose three challenges or concerns from the list below that relate to what you are presently experiencing in your chosen career. Rank them one to three with 1 as the topmost challenge and 3 as the lowest.

- _____ Financial status
- _____ Health
- _____ Job opportunities
- _____ Parents influence
- _____ Influence from significant others
- _____ Distance between home and employment opportunity
- _____ College/university after high school
- _____ Capital for entrepreneurship
- _____ Opportunities to work abroad
- _____ Will to pursue college
- _____ Educational scholarship
- _____ Change of life style
- _____ Work ethics
- _____ Compensation
- _____ Hard skills
- _____ Personal choice (interest)

Source: Career Planning Model by the Department of Training and Workforce Development Career Centre, accessed December 6, 2016

Guide Questions

1. Which challenges or concerns did you pick out?
2. Why did you consider these as your top three challenges/concerns?
3. Are you satisfied with your choice? Why?
4. What factors did you consider in planning a career?
5. What are your realizations/insights about the activity?

III. Main Activity (20 minutes)

Procedure

Tell the learners to answer the activity sheet by writing in the column the advantages or disadvantages of the factor on the left.

Activity Sheet No. 6.2: Factors to Consider in Choosing a Career

Factors	Which has the greater weight?	
	Advantages	Disadvantages
1. Employment opportunity Availability of job in the locality and/or nearby areas		
2. Financial capability of parents Availability of financial resources to sustain the needs to finish the preferred course		
3. Global opportunity High probability to work in other countries		
4. Health Enjoy good physical and mental health and vitality; enjoy physical and mental well-being; be free from disease or pain		
5. High paying job/profession/income generating career Compensation is far above the regular received salary of common workers.		
6. Interest Preference for certain kinds of activities		
7. Mental capacity Sufficient understanding and memory to comprehend in a general way the situation in which one finds oneself and the nature, purpose, and consequence of any act or transaction into which one proposes to enter		
8. Personality The characteristic patterns of behavior, thought, and emotion that determine a person's adjustment to environment		
9. Prestige Become well-known; gain the respect of others; be acknowledged by others as being better		
10. Social responsibility Social and humanitarian values		

Source: International Journal of Academic Research in Psychology July 2014, Vol. 1, No. 2 ISSN 2312-1882 Career Related Profile of Freshman Students for Academic Year 2013–2014. Basis for a Career Development Plan Sheena Wella G. Arguelles and Amelia B. Bay Counseling and Testing Center, Lyceum of the Philippines University, Batangas.

Sample of a learner's career choice: To become a chef in a cruise ship

Considering Factors in choosing a Career	Which has the greater weight?	
	Pros (Advantages)	Cons (Disadvantages)
1. Employment opportunity Availability of job in the locality and/or nearby areas	<ul style="list-style-type: none"> • There are a number of restaurants and hotels in our province. • I have a relative who is a hotel supervisor and my cousin has a catering business. • We have a small carinderia and my older sister sell <i>baon</i> pack in the factories. 	
2. Financial capability of parents. Availability of financial resources to sustain the needs to finish the preferred course.		<ul style="list-style-type: none"> • My father's income is seasonal (livestock). • I am the second in a brood of five and we are all in school.

Guide Questions

1. Are the factors to consider mentioned in the activity necessary in choosing a career? Why do you say so?
2. Were you able to identify at once whether the factors are advantageous or disadvantageous to your chosen career? Why?
3. Do your answers reflect the way you are planning to implement your career path?

IV. Lecturette (15 minutes)

A *goal* is anything—an object or situation—that we think we need or want. It may be something we want to do, what we want to be, or what we want to have.

A *need* is what we do not have or do not have enough of. The well-known social psychologist Abraham H. Maslow classified human needs and arranged them in hierarchical order from lower to higher needs. His theory of sequential development of needs states that:

- Lower-level needs develop first in the life of a person.
- Once lower-level needs are satisfied or are on the way to satisfaction, they assume less importance in motivation because the higher-level needs become dominant in motivating behavior.

A *value* is something we have and which we prize or treasure. We make choices to protect, defend, or enhance it. A value is shown in the choice we freely make. We are happy with the choice. If we value working with others, we will always choose situations at work in which we interact with others rather than working alone.

Different kinds of values:

- personal values
- family values
- spiritual values
- work values
- career values
- social and humanitarian values
- cultural values

Source: Santamaria, Josefina O. 2006 *Career Planning Workbook*
4th Ed. Career Systems, Inc. Makati City, Philippines

Points to Ponder

Jumping the Hurdles Inside of Me

There will be many obstacles that the adolescent will face when choosing and planning a career path. The bigger the problems adolescents think they have, the stronger they will become after overcoming these problems. Jumping the hurdles that are within will take time, but practicing the virtues will strengthen adolescents for the hurdles they will have to jump over. There are many different external obstacles that adolescents will face in the path that they choose to take. Many of these problems may seem like they are beyond the adolescents' control. It is important however, to remind them that in every situation that occurs, what matters most is how they deal with it. To jump the hurdles from outside takes a lot of strength in decision making.

Source: Torralba, Antonio N. & Socorro L. Bautista, 2003 *Career A Dream, A Mission, A Vocation I am S.T.R.O.N.G for Career* Copyright page 91, 92, 93

V. Application (10 minutes)

Procedure

Prepare Activity Sheet No. 6.3: I Create My Own Ladder of Success!

The learners will draw an illustration of a ladder with four steps showing their journey in reaching their career and life goals through the career decision they made.

First step: At present

Second step : After senior high school graduation

Third step : After five years from now

Fourth step : After 10 years from now

Guide Question

From a rating of 1 to 10 with 10 as the highest, what is your present level of determination to achieve your career/life goals?

VI. Reflection (15 minutes)

1. In your journal, write your insights and realizations about the three activities.
2. Form groups with five members each. Share your insights and realizations with the members in your group.

VII. Evaluation (15 minutes)

Provide students with Activity Sheet No. 6.4: My Action Plan. Have learners prepare an Action Plan based on the disadvantages they have indicated in activity sheet no. 6.2. Number 1 has been done as an example.

Disadvantages	Plan of Action
1. Financial capacity	<ul style="list-style-type: none">• Graduate in Senior High School under the TVL strand.• Earn the NC2 at TESDA.• Look for a parttime job in fastfood chains or restaurants while pursuing college.• Apply for possible scholarships or financial assistance. Enroll in a state university.
2.	

VIII. Assignment (5 minutes)

The learners will show the activity sheets to their parents, discuss the results, and ask them to affix their signature in each output.

7

Beginning the Journey Where I Am

Introduction

This module, "Beginning the Journey Where I Am" is about the process toward strategic implementation leading to the realization of the learner's chosen profession or career goal. The activities included herein will help learners learn more about their interests, values, and skills in relation to their current situation which is vital to their profession in the future. This session will also guide learners in exploring occupations that are applicable to them and in learning to decide on the best choice.

Time Allotment: (90 minutes)

Materials

- ballpen
- activity sheets (SWOT analysis, My Ladder to Success)
- music video: *The Journey* by Lea Salonga

I. Objectives

At the end of this session, the learners are expected to:

1. discuss their present situation in relation to their status in life and profession;
2. enumerate the different areas to consider in planning their life and profession; and
3. evaluate the relevance of their current situation to their life and profession.

Activities

1. Profession Rap (*Motivation*)
2. SWOT Analysis (*Main Activity*)
3. Discussion of SWOT Framework (*Lecturette*)
4. Structuring Ladder of Success (*Application*)
5. "The Journey" song (*Reflection*)
6. Sentence completion (*Evaluation*)

II. Motivation (10 minutes)

Note: Compose a short rap introducing your own name and profession.

Stand and Name – Profession Rap

Directions

1. Following the teacher's example, each learner will introduce his/her name and future profession.
2. Those seated will affirm the profession stated, also through a rap.

Example:

Rico : I am Rico, I will be a surgeon! Yo! Yes, yes, yo!

Group : Rico is a surgeon! Yo! Yes, yes, yo!

Melody : I will be a civil engineer!

Group : Melody is a civil engineer!

Amore : I am Amore, I will be a chef!

Group : Amore is a chef!

Guide Questions

1. How did you feel while you were rapping your name and profession? Why?
2. What made you choose that profession?

Call three to five volunteers to answer the questions. Discuss their answers.

Say: Telling anyone what you want to be is both exciting and tedious because wishing what you want to be is a personal choice but considering other factors that affect this choice is another aspect to examine.

III. Main Activity (30 minutes)

This main activity is based on the motivational activity and a revisit of Session 6, activity 6.1 where the learners identified their current situation in relation to their life and profession.

In this activity, the learner will be introduced to SWOT analysis. This will help them discover and understand their strengths, weaknesses, opportunities, and threats, and lead them to take action if necessary, about their future career. The SWOT analysis will also help the learner and their parents narrow down or change a chosen career with understanding and acceptance based on the family's socio-economic situation.

Procedure

1. Provide learners with the SWOT analysis activity sheet.
2. In the first column, have them indicate their present track, strand, and specialization.
3. Based on Session 6, Activity 6.1, have learners list the areas that they believe form part of their SWOT analysis.
4. Have learners list other challenges and concerns that they encounter as specified in each column of strengths, weaknesses, opportunities, and threats. (See *SWOT Sample Worksheet 1 and 2*.)

Sample Worksheet 1: Academic

	Strengths	Weaknesses	Opportunities	Threats
Track: <i>Academic</i>				
Strand: <i>ABM</i> Specialization: _____	<i>Good mathematical skills</i>	<i>Poor English communication skills</i>	<ul style="list-style-type: none"> • <i>Scholarship in college</i> • <i>Job opportunities in the locality</i> 	<ul style="list-style-type: none"> • <i>Financial issues</i> • <i>Distance from residence to college or university</i>

Sample Worksheet 2: TVL

	Strengths	Weaknesses	Opportunities	Threats
Track: <i>TVL</i>				
Strand: <i>Home Economics</i> Specialization: <i>Food and Beverages Production</i>	<ul style="list-style-type: none"> • <i>artistic</i> • <i>practical</i> • <i>analytical thinker</i> • <i>patient</i> • <i>honest</i> • <i>people person</i> 	<ul style="list-style-type: none"> • <i>easily discouraged</i> • <i>less information of the latest food and beverages production issues</i> • <i>communication skills (verbal and written)</i> 	<ul style="list-style-type: none"> • <i>local employment</i> • <i>international employment</i> • <i>entrepreneurship</i> 	<ul style="list-style-type: none"> • <i>local small business competitors</i> • <i>upgrading of skills in food and beverages production</i> • <i>stagnation of business</i>

Worksheet 7.1 SWOT Analysis

	Strengths	Weaknesses	Opportunities	Threats
Name:				
Track:				
Strand: Specialization:				

Note: After learners have filled out the worksheet, group them together by playing "The boat is sinking."

Mechanics

1. Students will group themselves according to the number you will say. Example, say, "The boat is sinking, group yourselves into nine," the participants should group themselves into nine members per group.
2. Repeat the process at least three times with different number of groups until they will group into fives. This makes five members in each group.
3. Each member of the group will answer and discuss the guide questions.

4. Have each group choose a rapporteur to present to the class their common answers to the guide questions.

Guide Questions

1. How do you feel about your strengths? your weaknesses?
2. Are your weaknesses manageable in terms of pursuing your career goal?
How will you manage these?
3. How will you cope with the threats that arise in pursuing your career goal?
4. Based on the areas that you considered in your career plan, which do you prioritize in order to attain your goal?

Synthesis

"The true purpose of the strong is to promote greater strength in the weak, and not to keep the weak in that state where they are at the mercy of the strong."

- *Christian D. Larson*

Patience and perseverance are burning desires that need to be fueled constantly in the process of reaching one's goal. The quest for the realization of your dreams is like waging a momentous battle during which you might encounter severe setbacks. But success comes to those who turn adversities into opportunities, overcome their limitations, and bounce back with renewed vigor.

IV. Lecturette (15 minutes)

Career Development is a lifelong process that includes physical, cognitive, and emotional development (Seligman, 1980). There are many factors that influence lifelong career development process. These are generally classified as psychological and social factors that are developed by affecting each other mutually. The most important feature that affects vocational development are the skills that an individual has. However, development of these skills can only be possible with environment support. If one were permitted only a single variable to predict an individual's occupational status, it surely would be the socio-economic status of that individual's family of orientation. (revisit Module 1.1) As a measurement construct, socioeconomic status usually incorporates one or more of the following: parents' educational attainment and occupational status, and family income (discussed in Module 2 lecturette). All of these factors, as well as such corresponding variables as values, opportunities, and parental encouragement, serve to enhance or limit an individual's potential occupational status. (Schoenberg et al. 1984)

Each person has different difficulties and boundaries that may hinder him/her from pursuing a career goal. The Strengths, Weaknesses, Opportunities, and Threats (SWOT) activity enables the learners to realize and prioritize their own interests that they owe to value in planning for life because this will lead them to whatever career goal they want to achieve.

The SWOT framework is credited to *Albert Humphrey*, who tested the approach in the 1960s and 1970s at the Stanford Research Institute (SRI). SWOT analysis is a process that identifies the strengths, weaknesses, opportunities, and threats of the students' chosen career field. As its name states, a SWOT analysis examines four elements:

1. **Strengths**—Internal attributes and resources that support successful outcome of the chosen track and strand.
2. **Weaknesses**—Internal attributes and resources that work against a successful outcome of the chosen track and strand.
3. **Opportunities**—External factors of the career goal that can be capitalized on or used to its advantage.
4. **Threats**—External factors that could jeopardize the career goal.

SWOT is usually used in the industrial/business industry. It is said to be an effective tool in business analysis that would eventually lead to business success. In this case, SWOT is used to analyze career development pathing to help the learner lead their one's career goal/journey. Having career goals helps provide direction and focuses the learner's attention on attainable outcomes of the educational process.

Knowing where you are going with your academic program in terms of clear goals helps stimulate and maintain motivation. Motivation has been shown to be a critical component of academic success. Therefore, clarifying your career goals can result in immediate as well as long-term gain (Groccia, 1992).

Individuals vary in their progress in terms of clarifying goals because of many reasons. Some advance rapidly through each phase, while others progress more slowly. Individuals may repeat all or parts of the career development process at various points throughout their lives as values, interests, abilities, and life circumstances change.

The concept of self-efficacy is the focal point of Albert Bandura's social cognitive theory (1997). By means of the self-system, individuals exercise control over their thoughts, feelings, and actions. Among the beliefs with which an individual evaluates the control over his/her actions and environment, self-efficacy beliefs are the most influential predictor of human behavior as this relates to the career exposure where the individual is influenced.

According to Bandura (1997), the level and strength of self-efficacy will determine whether coping behavior will be initiated, how much effort will result, and how long the effort will be sustained in the face of obstacles.

Self-efficacy means the belief in one's capabilities to organize and execute the courses of action required to produce given attainments. This is constructed on the basis of the following:

- Personal Performance—Accomplishments, previous successes or failures (most influential)
- Vicarious Experience—Watching others, modeling, mentoring

- Verbal Persuasion—Verbal encouragement or discouragement
- Physiological and Emotional Factors—Perceptions of stress reactions in the body

It is important to understand the distinction between self-esteem and self-efficacy in career planning. According to Bandura (1992):

- Self-esteem relates to a person's sense of self worth.
- Self-efficacy relates to a person's perception of his/her ability to reach a goal.

Self-Efficacy Affects Human Function in Relation to Career Planning

Choices regarding Behavior

The individuals will be more inclined to take on a task if they believe they can succeed. They generally avoid tasks where their self-efficacy is low, but engage when it is high. Self-efficacy that is significantly higher than ability can lead to psychological damage. Significantly low self-efficacy leads to an inability to grow and expand skills. Optimum levels of self-efficacy are a little above ability, which encourages people to tackle challenging tasks and gain valuable experience.

Motivation

The individual with higher self-efficacy in a task are likely to expend more effort and persist longer than one with low efficacy. On the other hand, low self-efficacy may provide an incentive to learn more and prepare better than a person with higher self-efficacy.

Thought Patterns and Responses

Low self-efficacy can lead the individual to believe tasks are harder than they actually are. This leads to poor planning and stress. A person with higher self-efficacy will attribute a failure to external factors, whereas a person with lower self-efficacy will attribute it to low ability. (Example: Math Test)

The Destiny Idea

Bandura successfully showed that individuals with differing self-efficacy perceive the world in fundamentally different ways. Persons with high self-efficacy are generally of the opinion that they are in control of their own lives; that their own actions and decisions shape their lives. On the other hand, persons with low self-efficacy may see their lives as somewhat out of their hands and is dependent on fate.

Guide Questions

(This will be answered by at least three learners.)

1. What are your insights about the strand/track you are enrolled in?
2. What are your realizations?
3. Do you think these will help you as you progress in your career journey? In what way?

Synthesis

As we journey towards our career, we see the road is long and rough. There are times when we do not find enough strength to sustain us. But through it all we strive to get up and move on. We rediscover our strengths and build on our weaknesses to become stronger in pursuit of reaching our goal.

V. Application (15 minutes)

This activity is a revisit of Session 6, activity 6.2. In this activity, the learner will structure "Ladder of Success" in relation to their Senior High School career choice.

Sample worksheet for Academic—STEM

My Ladder to Success!

A year after:

At present
(Grade 11)

I am in Academic
Track
STEM Strand
Specialization

Skills I Learned

- Logarithmic skills
- Calculus skills
- Self-confidence
- Study habits
- Time

Skills I still need to learn:

- Interpersonal skills
- Communication skills

(Grade 12)

() My goal is to earn
NC II in the field of

Need:

Value:

()
Entrepreneurship/
Negotio

Need:

Value:

(/) Pursue College
Course in
Engineering

Need: Financial and
family support

Value: Further
education
and health

After four (4 to 5)
years:

I will be a degree
holder in CIVIL
ENGINEERING
(Pursued College)

School Year 2023-24

Need:

- To take the board exam for Engineering
- Financial support
- Family support

Value:

- Work opportunity
- Family
- Health

I am employed as

Need:

Value:

I own a business

Need:

Value:

State other options:

I am a full fledged
CIVIL ENGINEER
(Name the profession)

I will be employed at
MEGA World

Value:

- Employability skills
- Time management
- Working with others
- Family
- Financial opportunity

I own a business

Need:

Value:

State other options:

Sample worksheet for TVL

My Ladder to Success!

A year after:

At present (Grade 11)

I am in TVL Track
Home Economics
Strand

Specialization
Food and Beverages
Servicing

Skills I Learned

- Sanitation
- Sensitivity to other people
- time mangement

Skills I still need to learn:

- Good communication skills
- Self-confidence
- Being patient and understanding

(Grade 12)

(/) My goal is to
earn
**NC II in the field
of Food and
Beverages Servicing**

Need:

- Immersion to a hotel or cruise ship
- Financial support
- Family support

Value:

- Work performance
- Quality time at work and family
- Good service to customers

() Entrepreneurship/
Nagasyo

Need:

Value:

() Pursue College
Course

Need:

Value:

After four (4) years:

I will be a degree
holder in

(Pursued College)

School Year _____
Need:

Value:

I am employed as
Senior Waiter in a
CRUISE SHIP in
Australia

Need:

- Savings for my family
- Financial support for my parents and siblings

Value:

- Work ethics
- Patience
- Time management
- Service to others

I own a business

Need:

Value:

State other options:

I am a full fledged

(Name the
profession)

I am employed as
Senior Waiter in a
CRUISE SHIP in
Australia

Need:

Promotion and
compensation

Value:

Work and
opportunity to tour
Australia

I own a business

Need:

Value:

State other options:

Directions: Fill out the worksheet.

A year after:

I am a full fledged

(Name the profession)

I am employed as

Need:

Value:

I own a business

Need:

Value:

State other options:

I am in _____ Track
_____ Strand
Specialization

Skills I Learned

Skills I still need to learn:

(Grade 12)

() My goal is to earn
NC II in the field of

Need:

Value:

() Entrepreneurship/
Negosyo

Need:

Walden

() Pursue College Course

Need

Value

"It's not what you achieve, it's what you overcome. That's what defines your career."

– Carlton Fisk

VI. Reflection (10 minutes)

Note: The lyrics of the song "The Journey" will be used as alternative to the video if this is not available or in the absence of an Internet connection.

Half the world is sleeping
Half the world's awake
Half can hear their heart beat
Half just hear them break
I am but a traveler
Been most everywhere
Ask me what you want to know.

[Chorus]

What a journey it has been
And the end is not in sight
But the stars are out tonight
And they're bound to guide my way
When they're shining on my life
I can see a better day
I won't let the darkness in
What a journey it has been.

I have been to sorrow
I have been to bliss
Where I'll be tomorrow
I can only guess
Through the darkest desert
Through the deepest snow
Forward, always forward I go.
Forward, always forward
Onward, always up
Catching every drop of hope
In my empty cup.

Discuss the lyrics of the song. Give emphasis to the following:

- The song is about the crossroads that the traveler (learner) encounters in life as he/she journeys into his/her career.
- The song puts importance on the values of patience, courage, perseverance, and safeguarding principles.
- It highlights one's awareness about the realities of life and profession and the continuous struggle to survive whatever career path the traveler (learner) may take.

Life is what we make it. We can make it beautiful and meaningful depending on the virtues we practice.

There are big and small tasks that we perform in our everyday lives. There are times when we are up, and times that we are down. But we come to realize that our failures become our learning, and as we get up, we turn up stronger, more responsible, and more accepting of the consequences of the decisions we make.

Deciding on a career is a lifetime choice. We do not need to do this alone. We need each other to help us become who we want to be and to live the life we plan it to be.

VII. Evaluation (15 minutes)

Writing Prompts

Directions: Complete the following phrases. Recall the previous activities you did to answer.

1. I want to become _____
2. I need to learn my skills in _____
3. I want to work in _____
4. I have the qualities for _____
5. I am _____
(State your characteristics or attitude)
6. I value _____ at work, because _____
(State your ideals)
7. I like working in _____
8. I like working with people who are _____
9. I do not like to work at _____ because _____
10. I do not like to work with people who _____

As a concluding statement, read this to student.

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."
— Christian D. Larson

Note: All worksheets will be submitted to the Guidance Counselor/Teacher Career Guidance Advocate for profiling and further career counseling.

VIII. Assignment

Every group shall bring the following:

- white cartolina or manila paper
- marker
- pencil
- crayons

8 | Plan to Succeed!

Introduction

Congratulations, your learners are now ready to develop plans for their chosen career and put them to action!

In the previous session, the learners identified their strengths and weaknesses, and analyzed the opportunities and threats that go with them. They also learned that the SWOT framework is not only an effective tool for business but is also beneficial for job seekers and students like them who aim to climb the career and success ladder.

In this module, students will learn the step by step procedure in making their own career plans and the ways to achieve them. They will set their goals with the corresponding time frame to achieve them. Finally, this session will enable them to focus their talents, skills, and values to the career and life plans that they dream of.

So, let us now take off and begin their future today!

Total Time Allotment: 90 minutes

Materials

- *Dexter's Goal* Animation
- *My Career Development Plan* sheets
- *My Timeline* sheets
- *The Future Me Bio-Poem* sheets
- *Mini Me* (from Module 3)
- LCD projector
- speakers
- crayons/colored pens
- white cartolina/manila paper
- marker
- pencil

I. Objectives

At the end of this module, the students are expected to:

1. determine the steps in achieving goals;
2. develop plans for the chosen profession or vocation;
3. implement strategies based on the plans; and
4. show commitment in achieving life goals.

Activities

1. Video presentation – *Dexter's Goal* (Motivation)
2. Poster Making (Main Activity)
3. Achieving Life Goals – Career Planning (Lecturette)
4. My Career Development Plan (Application)
5. Making a Timeline (Reflection)
6. "The Future Me" bio-poem (Evaluation)

II. Motivation (10 minutes)

Greet your learners warmly and show the students an animation entitled *Dexter's Goal*. Remind the students to take notes as needed.

Note: If computers and projectors are not available, ask volunteers to practice the role of Dexter and Daisy. Have them present this during the session.

Guide Questions

After the activity, ask the learners the following questions:

1. What is Dexter's goal?
2. What should Dexter do to achieve his goal?
3. Do you believe that with a daily schedule Dexter will improve on his performance and top his class? Why?
4. Do you agree with Benjamin Franklin's statement, "If you fail to plan, you are planning to fail"? Why?
5. How would you relate this activity with your life and career plans?

III. Main Activity (20 minutes)

Procedure

Ask the learners to draw a poster of a community where people live comfortably. Have them develop a plan for their community and see where their professions could be utilized. Expect that learners may picture themselves based on what they see in movies and television shows or what they read in magazines. This activity will help them plan and set goals based on real-life career goals. They will also understand the wide range of profession and vocation available that they may not have considered before.

Sequence of the activity:

1. Divide the class into the five groups. Instruct them to pick a representative from each group to present their output. Before the learners go to their respective groups, make sure that the instructions have been clearly communicated and all questions regarding the mechanics of the activity have been settled.
2. Remind the learners to maintain orderliness: avoid shouting and disturbing other groups. Advise them that although they are having fun, respect should always come first.
3. Instruct the class to gather their group mates and find a space to settle.

4. Tell them to begin working on their poster. Remind them to put their *Mini Me* where their profession/vocation will be utilized in the community. Make sure to go around the class to monitor progress of each group. Provide guidance whenever necessary.
5. Ask the participants to post their outputs.
6. Have each representative present their output for one minute.

Guide Questions

After the activity, ask the learners the following questions:

1. How did you find the activity?
2. What professions and vocations were present in the communities? What were missing?
3. What do you think will happen if the community lacks certain professions/vocation?
4. How does planning or setting goals relate to the activity?

To deepen the discussion, give the following situations and ask learners to answer:

1. How would you feel if you were to take an exam but have not reviewed?
2. How do you think this will affect the results of your exam?

IV. Lecturette (20 minutes)

Achieving Life Goals

If you want to plan for your life and career, you have to consider your goals and align them to activities that would lead to their realization. Setting your goals is a major component of strategic planning for life and profession. Goals can create positive pressure so that you can move forward. Furthermore, they lead you to the right direction, and serve as measure if you are really succeeding in life.

According to Ellis (2011), writing your goals exponentially increases your chances of meeting them. Goals must be **SMART**, meaning specific, measurable, achievable, relevant, and time-bound. The **STAR** method may be used to complement your SMART goals. **STAR** stands for specific, time, areas, and reflect. Let us use these acronyms to remember the following steps in setting and achieving goals:

1. **Write specific goals** - Your goals must be observable and measurable. Think of them as detailed results that you want to achieve. Compare the following examples:

Dexter's Goal	Daisy's Goal
I will get a good job.	I will work as a professional secondary teacher at a public school where I can continue to learn and advance to higher positions.

Dexter and Daisy have the same intention of getting a good job, but Daisy stated her goal more specifically. Daisy came up with a clearer set of actions and would most likely achieve the result.

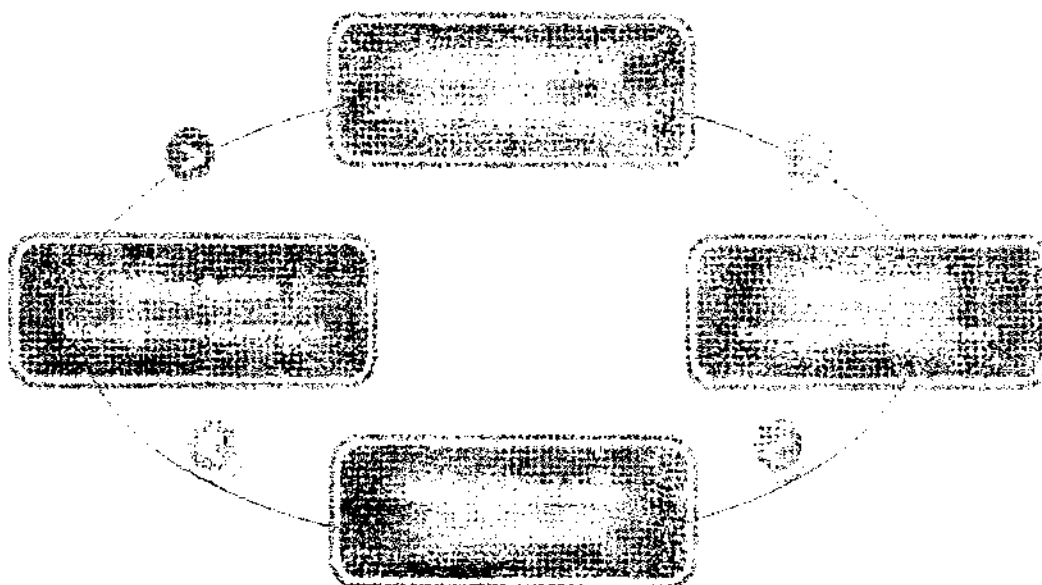
2. **Write goals in several time frames** - It is important to have a comprehensive vision of your future. You can do this by writing your goals in the following time frames:
 - a. **Long-term goals** - These generally refer to something that you want to accomplish in the future. These goals will usually need five to 20 years to succeed. They include but are not limited to the different aspects of life such as education, career, personal relationship, and financial security.
 - b. **Midterm goals** - These can be achieved between the short-term and long-term goals. These goals support your long-term goals. These objectives can be accomplished between one to five years (example, *I will finish senior high school*).
 - c. **Short-term goals** - These can be accomplished typically in less than a year. These goals are more specific achievements. These require immediate action or in the near future (example, *I will get 95% or above as my final grade in Earth Science*).
3. **Write goals in several areas of life** - In life and career planning, it is important to aim for a balanced life. Setting goals for the different aspects of life should be considered - education, career, financial, social, spiritual, and health.
4. **Reflect on your goals** - Take time to read and think about your goals and perform the following spot checks:
 - a. **Check your feelings** - Do you have emotional connections with your written goals?
 - b. **Check for alignment** - Are your short-term goals aligned with your mid-term goals? Will your mid-term goals help you achieve your life goals?
 - c. **Check for obstacles** - What are the constraints that you might encounter while working on your goals? How will you deal with these constraints? What are the possible workable solutions?
 - d. **Check for immediate steps** - What physical actions should you undertake to achieve your goals? What small and achievable steps should you do at once to accomplish one of your short-term goals?

Career Planning

Career planning is a continuous process of learning and developing in the chosen field. It focuses on making informed choices in managing and organizing your profession and vocation.

Career Planning Model

Source: Department of Training and Workforce Development Career Centre, WA



Career planning has four steps:

1. Knowing yourself
2. Finding out
3. Making decisions
4. Taking actions

Step 1: Knowing yourself—Self-awareness is a critical aspect of career planning. You need to start from yourself. You should know where you are now and where you want to be. This is the stage where you will identify clearly your life and career goals.

Step 2: Finding out—You will explore the different job opportunities in the market for career options. You can utilize the *Labor Market Information* and other resources and tools previously discussed in Session 3 to look up for job descriptions, wages, job requirements, and job market projection.

Step 3: Making decisions—After identifying your goals and exploring possible career opportunities, you now make life and career decisions. This is done by comparing the results of the self-awareness inventory composed of interests, values, personal style, skills, and learning experiences with the current career alternatives.

Step 4: Taking actions—This is where you will start working toward the achievement of your life and career goals. You should consider creating support systems (composed of champions who can help you achieve your goals), possible roadblocks, and how to deal with them. You should also consider the factors that are getting in your way and those that are leading you toward your goals.

Guide Questions

After the lecture, ask the learners the following questions:

1. How do you set achievable goals?
2. Why do you need to use SMART and STAR in writing your life and career goals?
3. What is career planning? How can it help you as a Grade 11 student?
4. How will you implement your life and career plan?

V. Application (20 minutes)

By this time, the learners have a thorough understanding of their own knowledge and skills, personal attributes, and work values. They have also explored available work opportunities and job requirements, and narrowed down their career options into a clear career choice. For this activity, the learners will start working on their Career Development Plan.

Give each learner a copy of the *Career Development Plan* worksheet.

MY CAREER DEVELOPMENT PLAN

Name: _____

Track and Strand: _____

CAREER MISSION STATEMENT

To become a/an (_____ future profession _____) who is a specialist in (_____ field of expertise _____) and possesses skills in (_____ three skills _____).

GOAL-SETTING	
Long-term Goals (5 to 20 Years)	
LT Goals	1.
	2.
	3.

Choose one most important long-term goal in your life and career. Then, list mid-term goals that will support the achievement of this long-term goal. Analyze your list and choose the most important three that you want to accomplish.

Midterm Goals (1 to 5 Years)	
MT Goals	1.
	2.
	3.

From your list of mid-term goals, choose one you consider the most important. List short-term goals that will support the achievement of this mid-term goal. Analyze your list and choose the most important three that you want to accomplish.

Short-term Goals (Less than a Year)	
ST Goals	1.
	2.
	3.

According to Antoine de Saint-Exupery, *a goal without a plan is just a wish*. Now that you have your clear goals for life and career, it is important to break down these goals into doable tasks, set the time frame and completion date, and identify resources that will help in accomplishing these tasks.

Choose one short-term goal from your list that you consider as the most important, then, break this goal into major tasks and write in the table below.

Task No. 1

Step	Description	Completion Date
1		
2		
3		

Task No. 2

Step		Description	Completion Date
1			
2			
3			

Task No. 3

Step	Description	Completion Date
1		
2		
3		

Example:

MY CAREER DEVELOPMENT PLAN

Name: **MARK DANIEL G. SAGAL**

Track and Strand: **Academic – General Academic Strand**

CAREER MISSION STATEMENT

To become a/an (registered professional teacher) who is a specialist in (education) and possesses skills in (teaching, public speaking, and writing).

GOAL-SETTING

Long-Term Goals (5 to 20 Years)

1. Become a registered professional teacher in a junior high school, teaching computer subjects
2. Finish a Master's Degree in Educational Technology
3. To be promoted as an Education Program Supervisor in my division

Choose one most important long-term goal in your life and career. Then, brainstorm to list possible mid-term goals to achieve it. Analyze your list and choose the most important three that you want to accomplish.

For Long-term Goal No. 1: *Become a professional teacher in a junior high school, teaching computer subject*

Midterm Goals (1 to 5 Years)	
1.	Graduate from Senior High School—General Academic Strand with honors
2.	Finish a Bachelor's Degree in Information Technology Education at Philippine Normal University
3.	Pass the Licensure Examination for Teachers with high ratings

From your list of midterm goals, choose the one you consider as the most important and brainstorm to list possible short-term goals. Analyze your list and choose the most important three that you want to accomplish.

For Midterm Goal No. 1: *Graduate from Senior High School—General Academic Strand with honors*

Short-Term Goals (Less than a Year)	
1.	Organize my day through a daily planner.
2.	Get a final grade of 90% or above in all subjects.
3.	Improve communication skills by participating in different co-curricular activities such as writing articles for the school paper and joining speech club.

Choose one short-term goal from your list that you consider as the most important, then, break this goal into major tasks and complete the table below.

For Short-term Goal No. 2: *Get a final grade of 90% or above in all subjects.*

Task 1: Prepare for my speech in Oral Communication in Context on August 10.

Step	Description	Completion Date
1	Research and write about my speech	August 5
2	Memorize and practice my speech	August 8
3	Do a final rehearsal for my speech	August 9

Task 2: Submit Research Paper in Earth and Life Science subject on August 14.

Step	Description	Completion Date
1	Research in the library	August 8
2	Research online for journals and contemporary studies	August 10
3	Write Chapter 1	August 11
4	Write Chapters 2 and 3	August 13

Task 3: Prepare for the First Semester Final Exams on August 18.

Step	Description	Completion Date
1	Review the following subjects: <ul style="list-style-type: none"> • Earth and Life Science • Oral Communications • Komunikasyon at Pananaliksik sa Wika • General Mathematics 	August 16
2	Organize a study group with friends and meet every day for two hours	August 16
3	Construct a practice test for each subject	August 17

VI. Reflection (10 minutes)

Procedure

The learners will create their timeline by filling in the blanks using a pencil. Instruct them to post it in a place where they will see it often. They will update the timeline each year to reflect on what they have achieved and what they want to accomplish within the year.

My Timeline

Today's Date: _____

Date I will graduate _____

(_____) years to work on how I want my life to be after graduation

Things I need to do this year:

My Timeline

Today's Date: August 8, 2017

Date I will graduate: March 2019

Four years to work on how I want my life to be after graduation

Things I need to do this year:

Study hard to get good grades.

Apply for a scholarship program.

Earn a National Certificate from TESDA.

VII. Evaluation (10 minutes)

Procedure

The learners will create a bio-poem by answering the questions in each line of *The Future Me bio-poem* while playing *The Journey* by Lea Salonga as background instrumental music. The teacher will explain and discuss how to create the bio-poem through an example. This activity will evaluate the learners' understanding of the interrelated factors that make up their future career and life goals. The completed bio-poems will be displayed in the *Homeroom Guidance Corner*.

The Future Me Bio-Poem

- Line 1 : Write your first name.
- Line 2 : Write your future profession/vocation.
- Line 3 : Who appreciates (Write an object, tool, etc. related to your chosen profession/vocation.)
- Line 3 : Who can (Write something important you will do in this profession/vocation.)
- Line 4 : Who serves (Write the customers/clients you will serve.)
- Line 5 : Who knows (Write the knowledge necessary to perform your profession/vocation)
- Line 6 : Who values (Write two work values related to the profession/vocation)
- Line 7 : I will pursue my goals of (Write one short-term and midterm goals each.)
- Line 8: Write your last name then, your future profession/vocation.

Example:

The Future Career Bio-Poem

Mark Daniel
A Professor
Who appreciates books
Who can teach and empower
Who serves learners
Who knows world history, biology, and algebra
Who values integrity, dedication, and hard work
I will pursue my goals of finishing high school and studying Education
Sagal, Professor

VIII. Agreement

Procedure

After completing the eight modules for this Career Guidance Program, ask the learners to compile all the worksheets and journals they have accomplished all throughout the program and put them in an envelope or folder. The teacher-adviser should collect the portfolio for evaluation. Return the portfolios to the learners for continuous updating, monitoring for progress, and coaching.

Outputs in the Career Development Portfolio

Session 1

Activity Sheet 1.1: Sikreto sa Tagumpay ni Selina

Activity Sheet 1.2: Reasons Behind My Choices

Activity Sheet 1.3: My Next Moves in Career

Activity Sheet 1.4: Knowing the Right Choice

Session 2

Activity Sheet 2.1: Reach for a Star

Activity Sheet 2.2: Star Qualities

Session 3

Activity Sheet 3.1: Mini Me!

Activity Sheet 3.2: My Career Information Worksheet

Session 4

Activity Sheet 4.1: Feet Me Right

Activity Sheet 4.2: Mga Gampanin ng Magulang

Activity Sheet 4.3: Career Choice and Support Checklist

Activity Sheet 4.4: Pledge of Commitment

Session 5

Activity Sheet 5.1: Self-Assessment Skills Inventory (SASI)

Activity Sheet 5.2: I- Resume

Session 6

Activity Sheet 6.1: My Priorities

Activity Sheet 6.2: Factors in Choosing a Career

Activity Sheet 6.3: My Action Plans

Session 7

Activity Sheet 7.1: SWOT Analysis

Activity Sheet 7.2: My Ladder to Success

Activity Sheet 7.3: Evaluation Writing Prompts

Session 8

Activity Sheet 8.1: Dexter's Goal

Activity Sheet 8.2: My Timeline

Activity Sheet 8.3: Career Development Plan

Activity Sheet 8.4: The Future Me Bio-Poem

Appendix

Module 1 Appendix 1

Activity Sheet No. 1.1

Sikreto sa Tagumpay ni Selina

ni Jenifer L. Soriano

"Selina, maghanda ka na. Mahuhuli ka na sa klase," pangungulit ni Aling Sonya sa labintatlong gulang na panganay na anak.

"Opo, Inay. Tatapusin ko lang po itong tinatali ko para makadagdag sa ibebenta ninyo," sagot nito habang nagmamadaling ibinubungkos ang mga talbos ng kamote, sitaw, at saluyot na ipagbibili ng ina sa palengke.

Sa ganitong eksena nagsisimula ang araw ni Selina. Kailangan niya itong gawin upang makatulong sa kita at gastusin ng kanilang pamilya. Sa kabila ng kahirapan ay patuloy na nagsusumikap ang pamilya Tolentino upang mabuhay.

Sa mga araw na walang pasok, katulong si Selina ng kaniyang ina. Suson-suson ang basket at bilao, iniikot ni Selina ang kanilang baryo upang ilako ang mga gulay. Maraming papangutya at panghuhusga na ang kaniyang pinagdaanan. Sa tingin ng iba, hindi siya makatatapos ng pag-aaral at sa halip ay maaga itong mag-aasawa upang makawala sa hirap ng buhay.

Gayunpaman, ipinagpatuloy ni Selina ang kursong nais ng magulang. Ito sana ang kursong nais ng ina subalit hindi siya nabigyan ng pagkakataon kaya't sa anak na lamang ipapasa.

"Selina Soliman Tolentino, *Cum laude*," pahayag ng gurong tagapagdaloy sa palatuntunan ng pagtatapos sa isang sikat na kolehiyo sa kanilang lalawigan na malapit sa kanilang tirahan.

May pagmamalaking tumindig si Selina at saglit na nagbalik-tanaw sa kaniyang pagsagupa sa mapanghamong mundo ng buhay. Sa wakas, aakyat na siya sa entablado upang tanggapin ang pinangarap at pinagsumikapang medalya.

Tuwang di maikubli naman sa mukha ng ina ang bumakas sa patuloy na pag-ayos at pagpunas ng mga sariwang butil ng perlas sa mga mata nito. Kampante na si Aling Sonya at nalalaman niyang may makatutulong na siya upang maipagpatuloy pa ng anim na anak ang pag-aaral.

Alam at nasaksihan ni Aling Sonya ang laki ng sakripisyo ng anak para lamang makatapos ng pag-aaral bilang isang guro. Kasama si Selina sa pagpapayaman sa maliit na bakuran upang matustusan ang pangangailangan sa kaniyang pag-aaral.

Dahil din sa angking kakayahan sa pagguhit at pagsusulat, madalas hingan ng tulong si Selina ng iba pang estudyanteng tulad niya sa paggawa ng kanilang mga proyekto, ulat, pamanahong-papel, at iba pang gawain. Kapalit nito, siya ay naililibre ng pagkain at naaabutan ng kaunting halaga. Mula sa kaunting halagang ito ay nakaiipon siya at nakapag-aabot ng baon sa mga kapatid.

Sa kaniyang mga taon sa haykul ay nakitaan siya ng potensiyal sa pagsasayaw at pag-awit. Nanguna siya sa mga patimpalak na ito kaya't habang nag-aaral sa kolehiyo ay naisisingit niya ang pagtuturo ng sayaw at kanta sa mga mag-

aaral sa pinagtapusan niyang paaralang pader lamang ang pagitan mula sa kanilang tahanan. Ito ay ayon na rin sa hiling ng dati niyang mga gurong humahanga at naniniwala sa kaniyang kakayahan.

Sa gayon ay nakawilihan na niya ang makihalubilo sa mga bata at higit na nahasa ang kaniyang kakayahang makipag-ugnayan na siya namang kailangan sa pinag-aralang propesyon. Unti-unti ay nakikita niya ang kaniyang sariling minamahal ang pagiging isang ganap na guro.

Handa na si Selina sa bagong hamon. Hangad niya ang tagumpay para sa kaniyang sarili, sa kaniyang pamilya, at higit sa lahat, sa mga mag-aaral na magiging kliyente at ituturing niyang mga anak sa kaniyang propesyon.

Nais pa ni Selina na mapalawak ang kaniyang karunungan at makuha ang kursong abogasiya, tagapagtanggol ng mga naaapi, tulad ng kaniyang pamilyang inagawan ng lupa, na humantong sa pagkalubog sa utang para lamang ipaglaban ang karapatan sa batas ng pag-angkin sa mga ari-arian.

Taglay ni Selina ang kakayahang mangarap at tuparin ang mga pangarap na ito. Pinahahalagahan rin niya ang madalas na payo sa kaniya ng magulang, na ang tunay na "sikreto sa tagumpay" ay sikap, sipag at tiyaga. Tunay nga na ang kahirapan ay hindi hadlang sa pagtatamo ng mga pangarap.

Mga Gabay na Tanong:

1. Sino ang pangunahing tauhan sa kuwento? Ilarawan siya.

2. Paano hinarap ng pangunahing tauhan ang mga pagsubok sa kaniyang buhay?

3. Naging matagumpay ba ang takbo ng kaniyang buhay? Bakit?

4. Kung ikaw ang nasa kalagayan ni Selina, gagawin mo rin ba ang ginawa niya? Bakit?

5. Alin sa mga katangian ni Selina ang taglay mo na? Paano mo pagyayamanin ang mga katangiang ito upang maging daan din ng katuparan ng iyong mga mithiin sa buhay?

Activity Sheet No. 1.2
Reasons behind My Choices

Name: _____

Grade and Section: _____

Directions: Draw shapes inside the big circle to represent the factors that influenced you in choosing your profession/vocation. The size of each shape may vary according to the degree of its influence in your career decision-making.

(For a colourful output, color the shapes: heart –red; triangle – green; and square – blue)



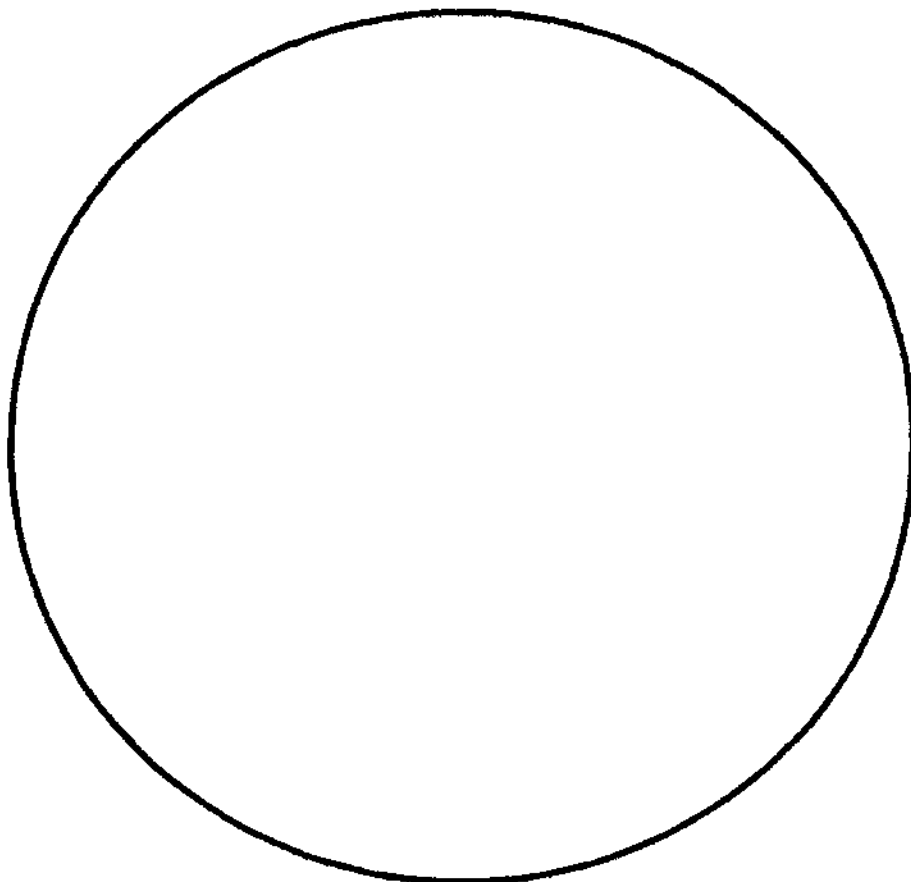
– Family Factor



– Personal Factor



– Social Factor



Activity Sheet No. 1.3
My Next Career Move

Name: _____

Grade and Section: _____

Write your insights about the session. Complete the hanging statements inside the balloons.



I learned

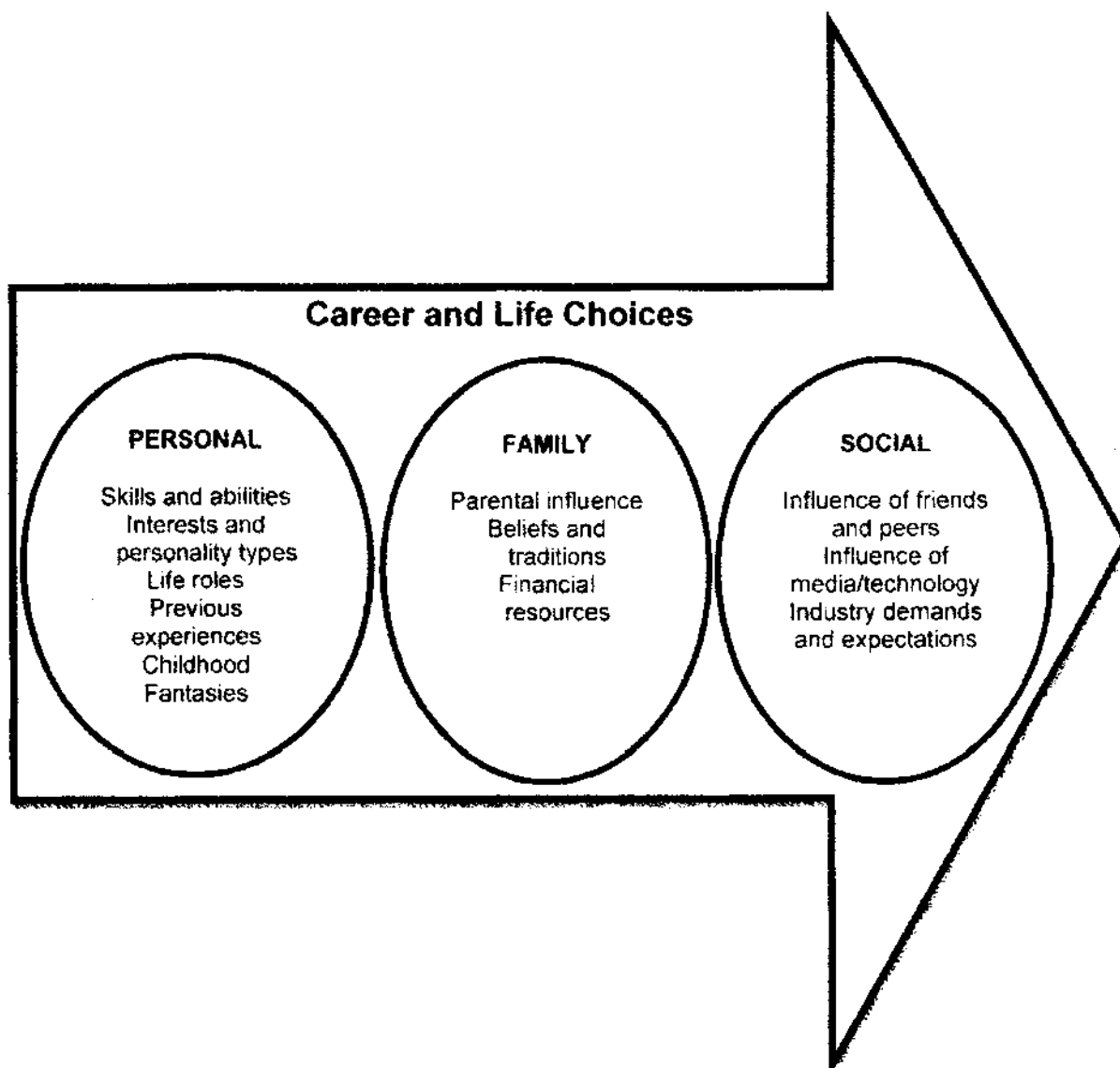
I felt

I would (action to be taken)

Activity Sheet 1.4 Knowing the Right Choices

Enumerate three professions/life choices (according to the degree of your choice) and identify the factors affecting your choices.

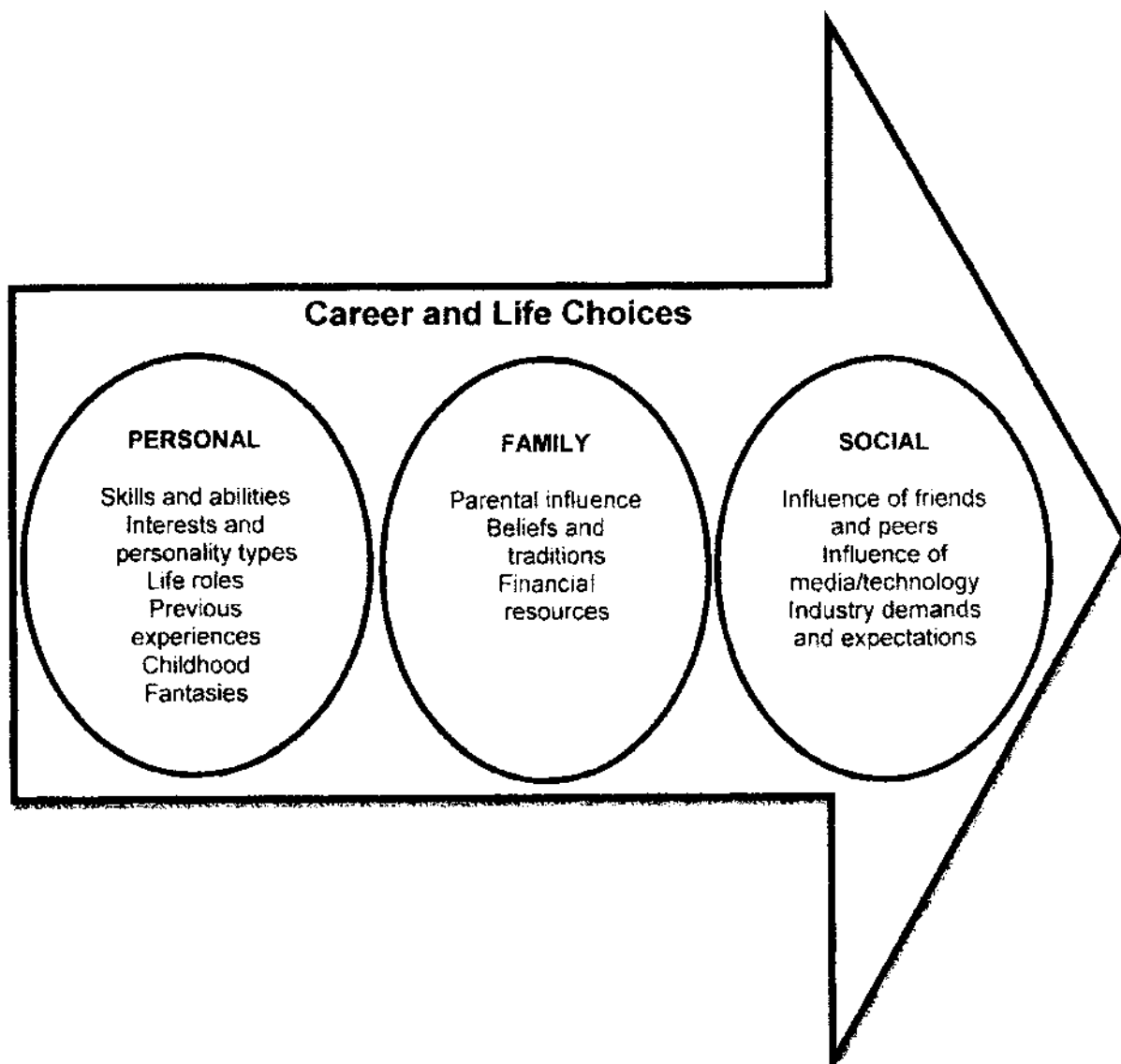
	Profession/Life Choices	Factors Affecting the Choices	Insights/Lessons Learned
First Choice			
Second Choice			
Third Choice			



Activity Sheet 1.4 Knowing the Right Choices

Enumerate three professions/life choices (according to the degree of your choice) and identify the factors affecting your choices.

	Profession/Life Choices	Factors Affecting the Choices	Insights/Lessons Learned
First Choice			
Second Choice			
Third Choice			



Activity Sheet No. 2.1
Like Me, Not Like Me

People Skills	Like Me 1	Not Like Me 2
Speaking		
Leading		
Selling		
Helping		
Negotiating		

Data Skills	Like Me 1	Not Like Me 2
Computing		
Checking		
Analyzing		
Researching		
Tabulating		

Thing Skills	Like Me 1	Not Like Me 2
Repairing		
Operating		
Inspecting		
Assembling		
Manipulating		

Idea Skills	Like Me 1	Not Like Me 2
Expressing		
Predicting		
Implementing		
Instructing		
Organizing		

Module 3 Appendix 6a

My Career Information Worksheet (College/University)

What is my preferred course/profession?	What specialization?	What information do I need for the school/work?	What are the sources of information?	What skills are needed for the job?	Is the LMI projection favorable to my preferred curriculum exit? (Y/N)	What are the sources of information?
Teacher	Secondary Teacher	School Offering	School website	Communication Skills	Yes	DOLE, PESO

Learner's signature over printed name

Parent's signature over printed name

Date

Module 3 Appendix 6b

My Career Information Worksheet (Work)

What is my preferred work/profession?	What specialization?	What information do I need for the work/profession?	What are the sources of information?	What skills are needed for the job?	Are skills trainings available in my locality? (Y/N)	Do I intend to enhance my skills? (Y/N)	Is the LMI projection favorable to my preferred curriculum exit? (Y/N)	What are the sources of information?
Mechanic	Diesel Engine	Job Opportunity	PESO, Philjob.net	Technical /Mechanical Skills	Yes	Yes	Yes	PESO

Learner's Signature over printed name

Parent's Signature over printed name

Date

Module 3 Appendix 6c

My Career Information Worksheet (Business)

What is my preferred course/profession?	What products or services will I offer?	What information do I need for the enterprise/work?	What are the sources of information ?	What skills are needed for the job?	Are skills trainings available in my locality? (Y/N)	Do I intend to enhance my skills? (Y/N)	Is the LMI projection favorable to my preferred curriculum exit? (Y/N)	What are the sources of information ?	Is the Economic (Business) information projection favorable to my preferred curriculum exit? (Y/N)	What business requirements are needed?
Entrepreneur	Eatery	Business Plan	Data Gathered	Food Handling	No	Yes	Yes	DTI, PESO	Yes	Sanitary Permit

Learner's signature over printed name

Parent's signature over printed name

Date

Module 4 Appendix 7

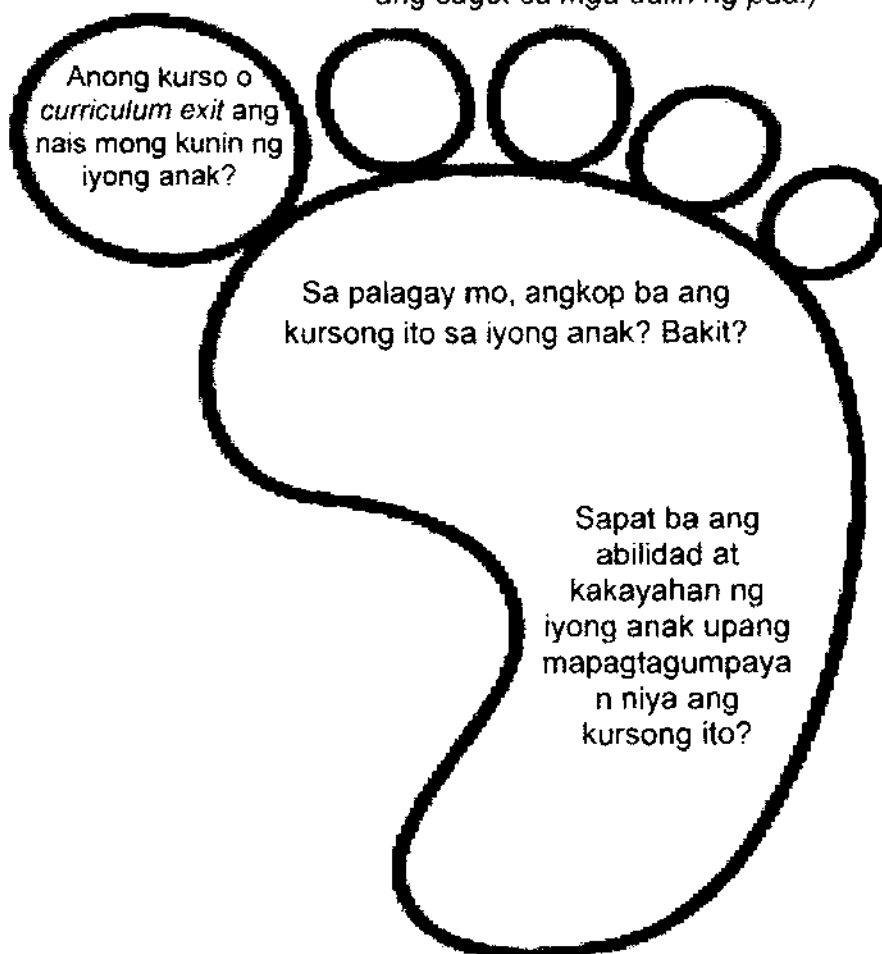
**Activity Sheet No. 4.1
Fit Me Right**

Instructions to Students: Give the first page of this Activity Sheet to your parents. Let them answer the questions in each box. Their answers must be placed inside the box corresponding to the questions. The second page is for you to fill out. Wait for the instruction of your Class Adviser when it will be done.

Mga Katanungan para sa mga Magulang

Panuto: Basahin ang mga tanong. Isulat ang inyong sagot sa ibaba ng tanong.

Sino ang mga taong nakaimpluwensiya sa iyong anak sa pagpili ng kurso/curriculum exit? (Isulat ang sagot sa mga daliri ng paa.)



Mga Katanungan para sa Mag-aaral

Panuto: Basahin ang mga tanong. Isulat ang sagot sa ilalim ng bawat tanong.

Sino ang mga taong nakaimpluwensiya sa iyo sa pagpili ng *kurso/curriculum exit*? (Isulat ang sagot sa mga daliri ng paa.)



Module 4 Appendix 8

Diyalogo Ang Gusto ni Francis

Kinakausap ni Francis ang kaniyang mga magulang tungkol sa kursong nais niyang kunin sa kolehiyo.

Francis : Ma, Pa, ilang buwan na lang po ay papasok na ako sa kolehiyo.

Gusto ko po sanang mag-enrol ng nursing.

Tatay : Nursing? Nagbibiro ka ba? Bakit nursing?

Nanay : Francis anak, bakit iyon ang gusto mo? Ayaw mo bang maging abogado tulad ng papa mo? O di kaya'y maging isang accountant gaya ko?

Tatay : Tama ang Mama mo. Wala kang mapapala sa pagna-nursing.

Francis : Pero iyon po ang gusto ko. Ano po ba ng masama sa pagiging isang nurse?

Tatay : Basta hindi ka mag-eenrol sa nursing. Kung ipipilit mo iyang gusto mo, mas mabuti pang huminto ka na sa pag-aaral.

Francis : Pero po.....

Nanay : Huwag sanang matigas ang ulo mo anak. Sumunod ka na lang sa amin. *Nanlulumong pumasok si Francis sa kaniyang kwarto.*

Francis : (*Pabulong*) Puro naman kagustuhan ninyo ang masusunod. Paano naman ang nais ko?

Kinakausap ni Francis ang kaniyang mga magulang tungkol sa kursong gusto niyang kunin sa kolehiyo.

Francis : Ma, Pa, ilang buwan na lang po ay papasok na ako sa kolehiyo. Gusto ko po sanang mag-enrol sa nursing.

Tatay : Nursing? Sigurado ka ba diyan anak? Hindi ba pambabae ang kursong iyan?

Francis : Hindi naman po Pa. Marami na rin po ng lalaki ang kumukuha ng kursong ito.

Tatay : Pero sigurado ka na ba diyan anak?

Nanay : Siyanga naman anak, iyan na ba talaga ang gusto mo?

Francis : Opo Ma, Pa sigurado na po ako na ito ang gusto ko.

Nanay : Kung iyan talaga ang gusto mo, kami ng Papa mo ay nakasuporta lang sa iyo.

Tatay : O, may nakita ka na bang paaralan na papasukan mo, anak?

Francis : Opo, may mga kasama na rin po akong kaibigan na mag-eenrol.

Niyakap ni Francis ang kaniyang mga magulang.

Module 4 Appendix 9

Activity Sheet No. 4.2
Mga Gampanin ng Magulang sa Pagpili
ng Anak ng Kaniyang Karera

Para kay G/Gng _____,

Basahing mabuti ang mga nakasulat sa ibaba. Pagkatapos mabasa at lagdaan, ibigay sa inyong anak upang maipasa sa klase. Maraming salamat po!

Mga Gampanin ng Magulang sa Pagpili ng Anak ng Kaniyang Karera

1. Kukunin ko/namin ang tiwala ng aking/aming anak at gaganyakin ko/namin siya upang pag-usapan ang kaniyang mga katanungan tungkol sa karera.
2. Maglalaan ako/kami ng panahon upang pag-usapan ang mahahalagang bagay tungkol sa karera ng aking/aming anak.
3. Tutulungan ko/namin ang aking/aming anak na matuklasan ang kaniyang kalakasan, interes, at kakayahan upang mapili ang angkop na karera para sa kaniya.
4. Hihikayatin ko/namin ang aking/aming anak na magsaliksik tungkol sa napiling karera sa pamamagitan ng pakikipag-usap sa mga taong may kaparehong kurso at trabaho at sa pagbabasa ng mga impormasyon tungkol sa karera.
5. Kikilalanin ko/namin ang kalakasan, kakayahan, at kahinaan ng aking/aming anak at susuportahan ko/namin siya sa kaniyang magiging desisyon.
6. Hihimukin ko/namin ang aking/aming anak na tuklasin ang iba't ibang karera na maaaring pagpilian batay sa kaniyang kakayahan, kalakasan, at interes.
7. Magpapalano ako/kami kasama ang aming anak sa posibleng mga hakbang na gagawin kung hindi kayang tustusan ang karerang napili.
8. Susuportahan ko/namin ang aking/aming anak sa karerang napili sa pamamagitan ng pagpapalakas ng kaniyang loob na kakayanin niya ang ano mang hamong dumating.

Nauunawaan ko/namin ang aking/aming mga gampani bilang magulang/guardian ni _____ at sumusuporta ako/kami sa paglinang ng kaniyang karera.

Pangalan at Lagda ng Magulang/mga Magulang/Guardians

Pangalan at Lagda ng Mag-aaral

Module 4 Appendix 10

Activity Sheet No. 4.3 Career Choice and Support Checklist

Instructions: Read each statement carefully. Check the box in the column that represents your answer: **SD** for Strongly Disagree, **D** for Disagree, **A** for Agree and **SA** for Strongly Agree

STATEMENTS	S D	D	A	S A
1. I have enough information about my career choice.				
1.1. I read about the career I want through the internet and other reading materials.				
1.2. I ask the opinion of my friends and other people who are in the same career path.				
1.3. I ask the opinion/advice of my parents about my career choice.				
1.4. I ask the opinion/advice of my teachers about my career choice.				
1.5. I ask the opinion/advice of our guidance counselor about my career choice.				
1.6. I answer questionnaires pertaining to my career choice to find out if I fit into this career path.				
2. My ability is suited to my career choice.				
2.1. I am already aware of the skills requirements of my would-be career.				
2.2. I believe I possess the skills needed in this career; I just have to enhance these when I pursue higher studies.				
3. My interest is in line with my career choice.				
3.1. I show interest in school activities related to my career choice.				
3.2. I am very enthusiastic in performing activities at school that are related to my career choice.				
4. I am confident about achieving my career choice.				
4.1. I always look forward to becoming what I want to be.				
4.2. I am determined to achieve what I wanted to become even if there are hindrances/problems that I will encounter.				
5. I am decided about what I want to pursue as my career in life.				

STATEMENTS	S D	D	A	S A
5.1. I do not consider other courses or career paths other than what I wanted to become.				
5.2. I let everybody know about my career path and tell them that I can achieve this someday.				
5.3. I exert lots of effort in my studies because I want to pursue my career choice.				
6. My parents are supportive of my career choice.				
6.1. My parents are aware of my passion with regard to my career choice.				
6.2. I talk to my parents and explain to them why I wanted to pursue the career.				
6.3. My parents keep motivating me to study well so that I can achieve what I wanted to pursue.				
6.4. My parents help me find an ideal school where I can study to pursue my career.				
7. My parents can afford to support my career choice.				
7.1. My parents cannot afford to support my career choice but presented an alternative to still pursue it.				
7.2. My parents prepare and save for my future studies.				
7.3. My parents acquired college plans/insurance for me.				
7.4. My parents look for possible benefactors and scholarship grants to support my career plans.				
8. My parents monitor my studies regularly.				
8.1. My parents regularly attend school conferences to monitor my studies.				
8.2. If my parents have work they see to it that they regularly communicate with my teachers to monitor how I am doing in school.				
8.3. My parents regularly browse my notes to check whether I am doing my assignments and other school-related projects.				

Activity Sheet No. 4.4
Pledge of Commitment



I, _____, do hereby solemnly
pledge and commit myself to sustain my abilities and interests in the
career of my choice.

I promise to engage my energy, resources, and strength
in pursuing my own success.

I promise to pursue high academic standards and
will always strive to get good grades.

When I encounter obstacles that affect my career choice, I promise to talk to
my parents/guardians and teachers. I will never give up.

I promise to *(express your commitment to pursue your chosen track/strand)*

I impose upon myself this commitment without mental reservation or purpose of
evasion.

So help me God.

Name and Signature of Student

Name and Signature of Parents

Teacher Rubric for Role Play Task

Success Criteria	Indicators of Student Performance		
	High	Medium	Low
Capacity to argue a convincing point of view relevant to a specified role	Puts himself wholly relevant to the role that is being played.	Puts himself partly relevant to the role that is being played.	Puts himself irrelevant to the role that is being played.
	Provides several convincing arguments or evidence, both in answer to the interviewer's questions and in the personal statement.	Provides some supportive arguments or evidence both in answer to the interviewer's questions and in the personal statement.	Provides few or no supportive arguments or evidence either in answer to the interviewer's questions or in the personal statement.
	Demonstrates active listening by effective and relevant reference to opposing points of view.	Demonstrates active listening by reference to opposing points of view.	Makes little or no reference to opposing points of view.
Use of persuasive language and strategies appropriate to audience and context	Uses several appropriate and effective strategies to persuade audience to his/her point of view.	Uses some appropriate and effective strategies to persuade audience to his/her point of view.	Uses few or no strategies to persuade audience to his/her point of view OR Uses strategies that are inappropriate to the audience and/or context.
	Uses assertive communication strategies with ease on a few occasions.	Attempts to use assertive communication strategies.	Rarely uses assertive communication strategies.

Success Criteria	Indicators of Student Performance		
	High	Medium	Low
Control of both verbal and non-verbal language	Speaks clearly, accurately and in role.	Generally speaks clearly and accurately.	Occasionally or rarely speaks clearly or accurately.
	Uses body language (eye contact, posture, gestures) appropriately and effectively to enhance and support speech.	Uses some aspects of body language to enhance and support speech.	Uses little or no body language to enhance and support speech.
	Employs a variety of techniques to enhance the oral presentation, e.g., pauses, tone, volume, rate.	Employs some techniques to enhance the oral presentation, e.g., pauses, tone, volume, rate.	Employs few or limited techniques to enhance the oral presentation, e.g., pauses, tone, volume, rate.

Comments:

http://www.assessmentforlearning.edu.au/verve/resources/roleplay_teachrubric.doc

January 5, 2017

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Module 4 Appendix 12

Rubric for Poster

	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Presentation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Each member's information is represented and identified with their name.	Presentation flows well. Tools are used correctly. Each member's information is represented and identified with their name. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacks information about some and/or information is not identified.	Presentation has no flow. Insufficient information and lacks information about some members.
Pictures, Clip Art Background	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate or layout is messy.	No images
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling and or grammar errors. Text is copied.

https://www.google.com.ph/ur?sa=t&rc=jq=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwj1L-Ak6rRAhVipI8KHSGQD7YQFggYMAA&url=http%3A%2F%2Fwww.uen.org%2FLessonplan%2FdownloadFile.cgi%3Ffile%3D12365-2-18725-Making_A_Poster_Rubric_1_.doc%26filename%3DMaking_A_Poster_Rubric_1_.doc&usg=AFQjCNERNM4KVuxuyINCsbCCdJH3Om3euQ&bvm=bv.142059868,d.dGo

Module 4 Appendix 13

Rubric for Song

Criteria	Excellent	Good	Fair	Poor	Missing
Factual information	More than five separate facts are included in the song.	Five separate facts are included in the song.	Five facts are included in the song.	Fewer than five facts are included in the song.	No facts are included in the song. The content is primarily opinion.
Accuracy	All facts are accurate.	Facts are accurate with no more than one minor error.	Facts are accurate with no more than two minor errors.	The song contains at least one major error or three minor errors.	The song contains more than two major errors or more than three minor errors.
Organization	All information is well organized in a logical order.	Information is well organized with no more than one minor error.	Information is well organized with no more than two errors.	Information is poorly organized with more than three errors.	Information is disorganized and difficult for the audience to
Message	The message to the viewers is clear and strong. It would have been easy for the listener to understand.	The message to the viewer is clear. The listeners would have understood the message.	The message to the viewer is clear. Most listeners would have understood the message.	The message is unclear or impossible for the listeners to follow.	No message is given to the listener.
Presentation	The musician presented the song in a clear voice. He/She made consistent eye contact with the audience.	The musician presented the song in a clear voice. Some eye contact was made with the audience.	The musician presented the song with a clear voice. Little eye contact was made with the audience.	The musician did not communicate clearly. Little eye contact was made with the audience.	The speaker did not communicate clearly. Eye contact was not made with the audience.

Comments:

Grade earned _____

<http://www.tpsnva.org/teach/lq/011/rusong.doc>
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Module 4 Appendix 14

Interpretive Dance Rubric

	Superior	Skillful	Competent	Ineffective	Unacceptable
Body Alignment/Skill	The locomotor and non-locomotor movements are memorized and performed with control and skill.	The locomotor and non-locomotor movements are most often memorized and performed with some control and skill.	The locomotor and non-locomotor movements are somewhat memorized and performed with little control and skill.	The locomotor and non-locomotor movements are rarely memorized and performed with only occasional control and skill.	The locomotor and non-locomotor movements are not memorized and performed without control and skill.
Creativity and Interpretation	The interpretation/creativity clearly reflects the role in an original way.	The interpretation/creativity mostly reflects the role in an original way.	The interpretation/creativity partially reflects the role in an original way.	The interpretation/creativity rarely reflects the role in an original way.	The interpretation/creativity does not reflect the role in an original way.
Performance	The performance shows evidence of extensive practice.	The performance shows much evidence of practice.	The performance shows evidence of a good amount of practice.	The performance shows evidence of very little practice.	The performance shows evidence of little to no practice.

<http://irishlaw.edublogs.org/files/2012/07/Interpretive-Dance-Rubric-n0crwk.doc>
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Module 5 Appendix 15

Job Qualifications

Heavy Equipment Mechanic

Basic Educational Requirement

A high school diploma and completion of a formal training in a heavy equipment mechanic training program is a prerequisite to qualify for the job. This is to be supplemented with on-the-job training for certain periods of time.

Tasks

- Diagnoses, services, and repairs various systems that are found on pieces of heavy equipment such as mechanical and electronic controls, air brake systems, transmissions, high voltage generators, and pneumatic systems;
- Troubleshoots and repairs malfunctions in the equipment;
- Fabricates, modifies, and installs special equipment or replacement parts;
- Performs routine maintenance checks and adjustments on fluid levels, hoses, belts, brakes, tires and clutches;
- Changes filters and oil, and lubricate vehicles and motor-driven equipment;
- Diagnoses problems, disassembles units, repairs or replaces parts, and reassembles units;
- Overhauls engines, replaces engines, and rebuilds components;
- Tunes gas and diesel engines; services valves; fuels filters and turbo chargers; and pressure checks fuel filters; and
- Prepares work orders and cost material estimates.

Skills and Competencies

- Mechanical aptitude;
- Knowledgeable about the fundamentals of diesel engines, transmission, electrical systems, computers, and hydraulics;
- Care and use of hand and power tools employed in all phases of heavy equipment mechanical maintenance and repair work;
- Ability to make skillful, controlled manipulations of small objects to repair equipments; and
- Ability to read, understand, and carry out oral and written instructions.

Physical Attributes and Characteristics

- Flexible and has the capacity to learn new skills quickly; and
- Physically fit (i.e., can move heavy objects; bend or stoop repeatedly over time; lift arms above shoulder level).

Chemical Engineer

Basic Educational Requirement

The basic educational requirement is a bachelor's degree in Chemical Engineering. Practice of profession requires passing the board exam for chemical engineers given by the Professional Regulation Commission (PRC).

Tasks

- Apply the principles of chemistry to solve problems involving the production or use of chemicals and biochemicals;
- Design equipment and processes for large-scale chemical manufacturing, plan and test methods of manufacturing products and treating by products; and
- Assist in other engineering departments with catalyst management, process design, maintenance planning, capital project development, turnaround execution, and equipment inspection.

Skills and Competencies

- Able to understand and describe molecular transformations and integrated phenomena that span a wide range of length scales from molecular to macroscopic; and
- Can quantitatively describe and predict complex phenomena.

Physical Attributes and Characteristics

- Should be creative and inquisitive;
- Should be analytical and detail oriented; and
- A team player.

Source: www.dole.gov.ph

Module 5 Appendix 16

Self-Assessment Skills Inventory (SASI)

Name:

Chosen Profession/Career:

Skills		Interests	Qualifications
Hard Skills	Soft Skills		

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