

# 2

## Discovering the Cs

### Introduction

Your learners are now another step closer to achieving life and career success!

From the previous module, they were able to identify their curriculum exit. Understanding where to start their career whether from employment, entrepreneurship, middle-level skills, and higher education upon graduation will give them better chances of success.

In this module, they will learn the relationship of academic achievement to life and career success. This will encourage the learners to strive harder under their respective strands and tracks consequently, improving their academic standing. The module is also designed for learners to utilize the Labor Market Information (LMI) for various job opportunities. Finally, they will be able to identify the seven C's of Lifelong Skills that will prepare them to meet both the occupational changes and changing individual needs associated with life and career.

So, let us now open the door and explore the C's of life and career!

**Total Time Allotment:** 120 minutes

### Materials Needed

- Module 2 slide decks
- LCD projector
- speakers
- background music
- *Guess Who? (slide decks)*
- *My Hierarchy of C's* sheets
- *Labor Market Carousel* sheets
- *Let's Make It Work* sheets
- *Shaping Up Slip* sheets

## I. Objectives

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

- a. identify the different lifelong skills that respond to the changing nature of work;
- b. relate academic achievement to life and career success;
- c. express appreciation on the relationship of academic achievement to life and career success; and
- d. utilize the data on Labor Market Information (LMI) to better understand life and career.

## II. Motivation (15 minutes)

### Guess Who?

A strong relationship between academic achievement and life and career success has been identified in the lives of some of the most reputable personalities in the country. In this activity, the learners will be asked to identify the famous faces of successful people who are academic achievers. These people who are highly regarded in the different fields of work will be shown to allow the learners to identify themselves to their future life and career. This activity does not intend to only provide a possible model for their career but also, encourage them in improving their academic standing.

**Note:** In case computers and projectors are not available, pictures of the famous faces should be printed beforehand. Read the descriptions as clues. You may also localize by including prominent community personalities. However, it is recommended that you refrain from using politicians as examples.

Sequence of the activity:

1. Show the slide deck of the game, *Guess Who?*
2. Divide the class into the four groups. Before the learners go to their respective groups, make sure that the instructions have been communicated clearly and all questions regarding the mechanics of the activity have been settled. Remind the learners to maintain proper decorum: avoid shouting and disturbing other groups. Tell them that although they are having fun, respect should always come first.
3. Ask the class to gather their groupmates and find a space to settle. The first group to raise a hand will be given the chance to answer.
4. Play **Music 2** to commence the activity.
5. Flash the clues. The name together with face of the person will be revealed after exhausting all the clues.
6. The group with the highest points will be declared the winner.

### Processing Questions:

After the activity, ask the learners the following questions:

1. How did you feel about the activity?
2. From what industry or profession do the famous people come from?
3. What do they have in common?
4. What is the relevance of good academic standing to career and life success?
5. How does this activity help you in your chosen career?

## III. Main Activity (25 minutes)

### Labor Market Carousel

Learners need to make informed decisions as they prepare for career and vocation. With so many industries and jobs available, it is easy to be overwhelmed and to wonder where to start. In this activity, they will be given a chance to look into the industries and jobs available in their community juxtaposed the needed skills to succeed in those fields. This activity will help them plan and set goals based on the wide range of profession and vocation available in their community.

Preparation of the Labor Market Carousel:

1. Print or photocopy the Labor Market Carousel sheets from the appendices. Sheets of the same codes will go together. Paste the sheets on manila papers or cartolinas.
2. Using the four corners of the room, set up four stations each containing the manila papers or cartolinas with LMI sheets. See the appendices for the sample layout.
3. Post the manila papers or cartolinas. It is recommended to set up the carousel creatively using various materials available at hand.
4. Ready the speakers and carnival carousel background music.

Sequence of the activity:

1. The previous groupings will be used for this activity. Remind the learners to maintain proper decorum: avoid shouting and disturbing other groups. Remind them that although they are having fun, respect should always come first. Make sure that the instructions have been clearly been communicated and all questions regarding the mechanics of the activity have been settled.
2. Play the carnival carousel background music.
3. Ask the class to gather their groupmates and go to their first station. Every three minutes, the groups will move to the next station until every station has been visited. Have the learners note some information especially those concerning their chosen profession from each station. Make sure to go around the class to monitor progress of each group. Provide guidance whenever necessary.

Processing Questions:

After the activity, ask the learners the following questions:

1. How did you find the activity?
2. What information were present in the *Labor Market Carousel*?
3. How will you use the information you have acquired from the activity in preparing for your chosen career?
4. In relation to your chosen career, what are some of the skills needed for you to succeed in that particular sector/industry?

#### IV. **Lecturette** (35 minutes)

##### **The Changing Nature of Work**

With the rapid pace of technological advances in the global labor market, various occupations are continually being created. These demands open doors to numerous job opportunities today and in the future.

In an article from the Society of Human Resource Management (2013), five global trends affect the future of the global labor workforce:

**Technology.** In a highly digitized and connected world mainly driven by smart devices, work is no longer limited to reporting to the office. On-line jobs can be done at home.

**Outsourcing.** Today more than ever, companies try to cut on cost and save resources. One practice by which they are able to do these is by outsourcing. Outsourcing is getting portions of work done through outside suppliers rather than completing it internally. The call center industry is an example of an outsourcing practice that continues to expand in the country.

**Changing workers' attitude and values.** Different generations exhibit different qualities, attitudes, and values. Recent years have focused on striking a balance between work and life. Workers need to love their work but should have other interests outside the office, too.

**Demographics and diversity.** With better medical care, people are living longer and life expectancy increases. In the next 10 years, five generations—traditionalists, Boomers, Gen X, Gen Y, and Gen Z—will be working together. Different generations must be able to capitalize on their tools while working harmoniously with one another.

**Globalization.** Companies are extending their businesses on an international scale. Some companies are on a 24-hour operation scheme to meet the demands of their clients and the global market. The dispersion of work geographically makes it possible to get work done.

## **FIVE GLOBAL TRENDS AFFECTING THE GLOBAL LABOR WORKFORCE**



### **Lifelong Learning**

Lifelong learning is defined as “the ability to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning” (Southern Cross University, 2017). This may seem complex but in reality, it is a process that everyone needs to undertake to grow as an individual may it be in life or career.

For the *Grade 12 Career Guidance Program*, we shall be defining lifelong learning as *the voluntary and self-motivated pursuit of personal and career development*. This pursuit can be applied on any of the different exits. For example, if you choose to work after graduating, it would mean an ongoing professional development; for entrepreneurs, it would mean continuously exploring and expanding business interests; for middle level skills, it would mean enhancing and upgrading your skills; and for higher education, it would mean enrolling and exploring the opportunities in college. This will continue throughout your life. You must be able to exhibit openness and curiosity, and the willingness to investigate and consider knowledge and ways of thinking. If you appreciate new ideas and seek new ways of learning or understanding the world, you are ready for lifelong learning.

## Seven C's—21<sup>st</sup> Century Lifelong Skills

You are now ready to learn the lifelong skills that will propel you to succeeding in both life and career. These skills will guide you in adapting the ever-changing demands of life and work. Let us take a look at each one of them:

**Critical Thinking and Doing.** This skill requires you to look at a problem with “discerning eyes.” You should be able to see the flaws and errors and decide on a solution. In a myriad of information, you have to develop this skill of discriminating what is important and relevant. This entails research, analysis, and decision-making. Application completes the steps. You need to follow calculated steps and manage the implementation of your decision.

**Creativity.** Successfully turning new and imaginative ideas into reality is needed to create and design best fit solutions. This includes innovation that generates unique products and services or even, new ways of doing things.

**Collaboration.** No one lives and survives alone. You need to engage and work with others to survive. Empathy which is putting yourself in other people’s shoes is needed for understanding. Compromising and community-building can only be achieved by looking at someone else’s perspective and situation as well.

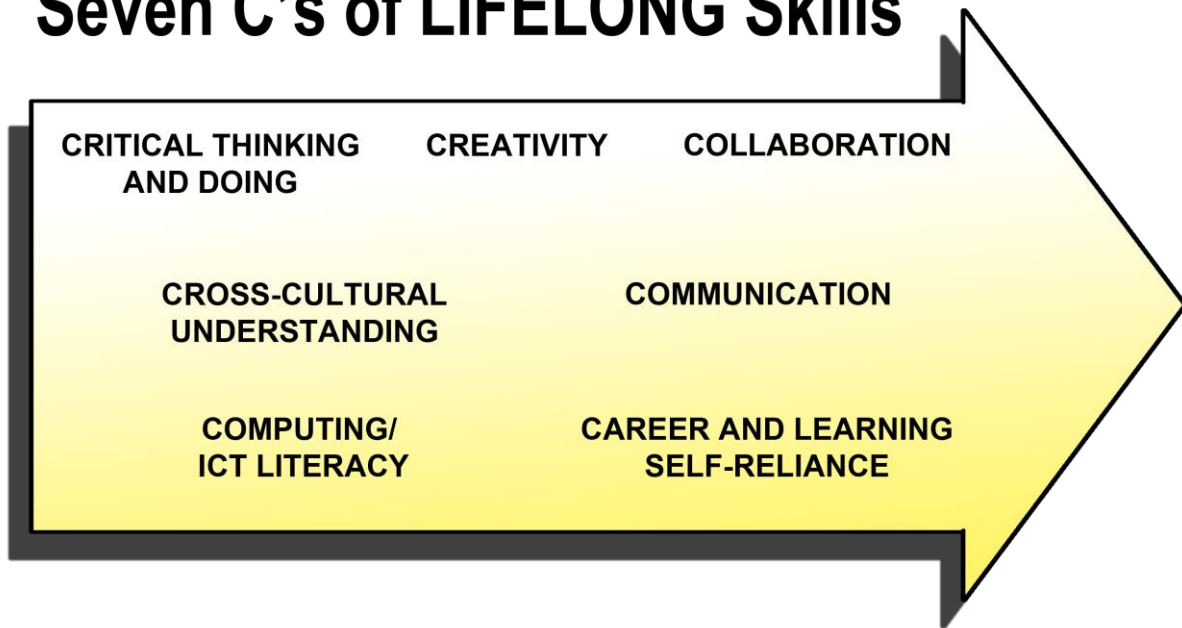
**Cross-Cultural Understanding.** Every day, millions of people around the globe travel for education, leisure, business, and profession. Keeping yourself levelheaded and respectful of the many differences among cultures will enable you to live peacefully with the peoples of the world.

**Communication.** You are not only communicating to be understood but also, in order not to be misunderstood. Therefore, another skill that must be developed is your ability to craft ideas and messages and deliver them in a manner that is clear and purposeful.

**Computing/ICT Literacy.** Effective use of digital devices will enable you to communicate, collaborate, and advocate. You must keep yourself abreast with the many advances in the technology to keep yourself relevant.

**Career and Learning Self-Reliance.** Throughout your life you must be able to grow, redefine, and reinvent yourself. This means being able to develop yourself by managing change and adapting to it. Just like what Heraclitus said, “the only thing that is constant is change.”

# Seven C's of LIFELONG Skills



Processing Questions:

After the lecture, ask the learners the following questions:

1. What are the five global trends that affect the global workforce? How can knowing them help you as a Grade 12 student?
2. How will lifelong learning help you succeed in life and career?
3. Do you agree with Heraclitus when he said, “the only thing that is constant is change”? Explain.
4. How will you implement the seven C's of lifelong skills in your life and career?

## V. **Application** (20 minutes)

### **Let's Make It Work**

At this time, the learners should already know how to utilize the *Labor Market Information*. Give each learner a copy of the *Let's Make It Work sheet*. Based on the LMI, ask the learners to fill out the table. At the bottom, learners will have to complete the sentences which would examine the prospects of their chosen career.

## **VI. Reflection** (10 minutes)

### **Hierarchy of C's**

Procedure:

The learners will create their Hierarchy of C's by filling in the spaces of the pyramid with the appropriate lifelong skills. An assessment of one's self will enable them to reflect on the levels of their lifelong skills so that they may highlight their advanced skill while working on the ones that need development. At the bottom, learners will have to complete the sentences which would signify their commitment in maintaining, enhancing and improving their skills.

## **VII. Evaluation** (10 minutes)

### **Shaping Up Slip**

Procedure:

Give each learner a copy of the *Shaping Up Slip*. The learners will be asked to fill in the shapes with the appropriate responses by group. The heart must be filled with the learnings they "loved and enjoyed;" circle with the learning they found "essential to know"; and rectangle with the learning they found "interesting to know". This activity will help the learners track their own learning and the teachers, collect data to improve teaching or strategies.

## **VIII. Assignment** (5 minutes)

Ask the learners to bring their *Mini Me*, *Career Information Worksheet*, LMI List of KEGs (*from Module 2 Grade 11 CGP*), and list of Hard and Soft Skills (*from Module 5 Grade 11 CGP*). If the learner does not have the materials, a session on Grade 11 Career Guidance Program: Module 3 may be conducted. Finally, instruct the learners to prepare their Grade 11 general weighted average (GWA) to be used for the next module.



## References:

5 Trends Changing the Nature of Work (Wright, 2013) accessed August 8, 2017,  
<https://www.shrm.org/hr-today/news/hr-news/pages/5-trends-changing-the-nature-of-work.aspx>

Lifelong Learning accessed August 8, 2017,  
<http://policies.scu.edu.au/view.current.php?id=00091#maj5>  
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