

5

Future Combo, Activate!



Introduction

“It takes two to tango!”

This cliché emphasizes the need for people to work zealously in tandem with others to make their endeavors succeed. The same holds true for learners’ career development. While they consider the personal, academic, and familial factors in their career development, they must likewise connect their life aspirations to the pressing demands and trends in the local and global scenario. The word combo, an abbreviated form of the word combination, signifies the convergence of personal career choices to the actual needs in the labor market and industries.

By doing so, Grade 12 learners are guided to fulfill the vision of the Department of Education, which expects them to “contribute meaningfully in building the nation.” This also ensures that learners are able to attain their life and career goals vis-à-vis working for the greater interests of the country at the macro-level. To help learners clearly determine the direction of their career choices, mission statements become essential as the baseline of their career plans and actions. This module intends to facilitate the learners’ ability to make such convergence possible.

Time Allotment (120 minutes)

Materials

Note: The following are the materials needed for this session. If there are alternative resources, feel free to adjust the list of items below.

- Metacards
- Double-sided tape, ordinary tape
- Road Trip Signs
- Pentel Pens
- Manila Papers
- LMI – List of KEGs – Module 3
- CD player, if available
- Laptop and projector, if available

I. Objectives (5 minutes)

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

1. formulate mission statements in relation to life and career decisions aligned to the curriculum exits;
2. link life and career decisions to the current demands and trends in the regional and global level; and
3. appreciate how life and career decisions may contribute to national development.

Note to the Teacher-Facilitator: Provide an overview of what Module 5 is all about, referring to the introduction and explaining the appropriateness of the title to the objectives.

II. Motivation

The Five-Minute Mission (10 minutes)

Procedure:

1. For this activity, teacher will post a picture on the board or present it using a slide presentation if a laptop and a projector are available (refer to the Appendix sheet for a copy of the picture).
2. Ask the learners: What is their first reaction when they saw the picture? What can they do to help the person in the situation? If they will set a mission to change the condition reflected in the picture, what do you think would they do?
3. Let them write their answers in metacards or sheets of papers provided and have these posted on the board or on manila paper adjacent to or below the picture.

Processing Questions:

1. How did you find this activity?
2. Have you experienced doing a mission to help others? Have you ever supported an organization's mission for charitable purposes? Can you relate the experience?
3. How did this charitable work affect you?
4. Will you be willing to volunteer for missions that will help others? Why?

Note to the Teacher-Facilitator: The teacher is encouraged to localize the picture that will be posted according to the current social concern in the community.

III. Main Activity

Ang Misyon Ko! *Reality Check* (25 minutes)

This section of the module guides the students in the formulation of a personal mission statement in relation to the learners' life and career decisions.

Procedure:

1. Ask learners if they have some background information about mission statements. Allow learners to share their mission statements if they have any.
2. Introduce the sample worksheet in the formulation of a personal mission statement.
3. Let learners fill out the worksheet for their own personal mission statement. Then, ask them to develop and finalize their statement.

4. A soft background music may be played to stimulate the learners while formulating their mission statements.

Sample Worksheet for Personal Mission Statement	
What is the most important thing or event in your life right now that you treasure?	I treasure my being a good student; I treasure my family. I believe that if I finish SHS, I can help my family financially.
What do you want to accomplish 3–5 years from now?	Graduate from Senior High School Enter college or Find a work Start a small business or Enter TESDA
What do you consider an enjoyable thing to do?	I am happy when I play guitar with my friends and spend time with family I am happy when I join and win in Math competitions
What do you wish to become?	I dream to become a singer someday. I plan to become an Engineer someday. I want to have my own restaurant.
What can you do best?	I am excellent in playing musical instruments. I work best in solving mathematical problems. I am an expert in cooking variety of recipes.
What do you love to do?	Composing songs, singing Calculating, making analysis Experimenting new dishes
What kind of reputation do you want to have? How can you help in nation building?	I want people to see me as a responsible, industrious, and competent worker. I can contribution to nation building by excelling in my chosen career and by serving my fellow Filipinos in the best way I can.

Source of template:
(conduct.tcnj.edu/files/2011/11/Personal-Mission-Statement-Assignment.pdf).

Final Personal Mission Statement:

I am a committed student who aspires to graduate from SHS to be able to proceed to (college, work, enterprising, TESDA). I will strive to achieve this for my family by maximizing my strengths in (state your passion and strengths). I am a responsible, industrious and competent worker. I could be of contribution to nation building by excelling in my chosen career and by serving my fellow Filipinos in the best way I can.

Now, it's your turn:

Sample Worksheet for Personal Mission Statement	
What is the most important thing or event in your life right now that you treasure?	
What do you want to accomplish 3-5 years from now?	
What do you consider an enjoyable thing to do?	
What do you wish to become?	
What can you do best?	
What do you love to do?	
What kind of reputation do you want to have? How can you help in nation building?	

Finalize your personal mission statement:

Ang Misyon Ko! Reality Check!

Note to the Teacher-Facilitator: Allow students to write their personal mission statement in their mother tongue.

Even organizations have their mission statements that define the reason for their existence. Their activities are aligned toward these statements. Small scale entrepreneurs and those who are self-employed are also guided by their own mission statements to become successful. Learners must realize that their personal mission statements must harmonize with the mission statements of their prospective occupational fields.

Note to the Teacher-Facilitator: Ask learners to bring out the assignment given in Module 4 on the mission statement/s of the company/industry/school/entrepreneurs where they plan to enter after graduating from Senior High School.

Processing:

1. What was your experience while writing your personal mission statement? How will you be able to fulfill it? What may hinder you from not being able to fulfill it?
2. Is the mission statement from the person/organization you interviewed related to your personal mission statement? What are the similarities?
3. Do you think your personal mission statement can contribute to national development? In what way?

IV. Lecturette (25 minutes)

“Where do I go from here?” This question may be posed by learners now that they are about to complete their Senior High School. To help them answer this, the personal mission statement becomes very essential.

According to author Stephen R. Covey, a personal mission statement enables a person to connect with (his) own unique purpose and the profound satisfaction that comes from fulfilling it (<https://www.livecareer.com/quintessential/creating-personal-mission-statements>).

This statement provides an individual with a clear direction of where he wants to go and what he wants to achieve. As learners are about to embark on their career in any of the four curriculum exits, such statement will allow them to focus on the path they will follow with conviction in the face of any challenging circumstances.

For a personal mission statement to become fulfilling, it has to make a difference in other people’s lives or organization. This means that a person will seek his purpose and what he can contribute best not only for himself but also for his family, friends, prospective employer, the community, and the world in general. (<https://www.livecareer.com/quintessential/creating-personal-mission-statements>).

To enable learners to craft a personal mission statement, the following contents should be reflected:

1. their values and personal beliefs,
2. goals,
3. things that make them happy,
4. their dreams and vision about their future,
5. what they are good at,
6. what they are passionate about, and
7. how they want others to perceive you.

(conduct.tcnj.edu/files/2011/11/Personal-Mission-Statement-Assignment.pdf).

Although a personal mission statement serves the purpose of directing the learners to life and career decisions, the process of career development entails another step. That involves the gathering of information for them to make the wisest choices.

In Module 3 of the Career Guidance Program for Grade 11, learners familiarized themselves to government agencies for career linking. This included Project JobsFit that provides timely, relevant, and accurate labor market signals for in-demand jobs and skills shortage.

The Department of Labor and Employment assures that there are plenty of local jobs in the country. It has logged an estimated 200,000 vacancies by employers in the enhanced Phil-Jobnet, the government's online job search (Source: <http://www.ro1.dole.gov.ph/default.php>).

The Department's labor market study, Project JobsFit: DOLE 2022, reflects the regional industries, key employment generators, and current occupational and courses trends and demands in the local and global scenario (refer to Appendices 3 and 4).

What the learners must also realize and sincerely understand is that their mission statements do not end in their personal development and interest. Rather, it is intricately linked to what they aspire their country to be. Dr. Jose P. Rizal rested his hopes that the youth will be instrumental in nation building when he remarked that they are the hope of the motherland. This implies that when they plan for their career choice, they should also consider factors like the country's economy and hence, synchronize their career choices to benefit the country as well.

The learners are the youth of today who will soon build the nation of tomorrow. It is very essential for them to realize that even at their young age, they could embrace their social responsibilities by being aware that they could already do something to contribute to nation building. By fulfilling their tasks and duties as children to their

parents and as students in schools, they are already trained to take on roles that allow them to be productive and value-laden citizens.

Now that they are about to exit from Senior High School, they should be more conscientious that they are critical in contributing to making the Philippines progressive. As such, the learners are highly enjoined to commit themselves to live up to their personal mission statement in making a difference to other people's lives and give a contribution to the community at large. When learners collectively align their personal missions to this end, the vision of nation building through them becomes attainable.

Needless to say, the parents and relatives of these learners and the government have invested on them as human capital, with the hope that in the near future, they will partake in the noble mission of building the country and ushering it to the progress that it has visualized for the people and the nation as a whole. Being the human capital, it is but fitting that they enhance their skills, values, and interests that would tell them of the most appropriate curriculum exits they would finally choose. By working to ensure that they work best in what they will be doing, they become empowered and ready to engage in activating the most promising future for them, their family, their community, and the nation at large.

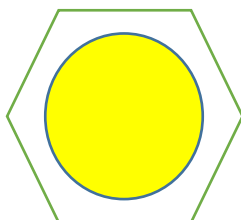
Note to the Teacher: Refer to Appendices 3 and 4 to discuss briefly the current trends and demands in the courses in the Philippines, and employment and industries in the region. Explain to the students that they are not pressured to synchronize their career choices to these current trends and demands, but if there are career choices in line with these, affirm that the learners will be able to fill up what is most needed in the country/region/global scenario. Affirm also that those whose career choices are not aligned with the current trends and demands can still do their share to contribute to nation building.

V. Application

The Road Trip (25 minutes)

Procedure:

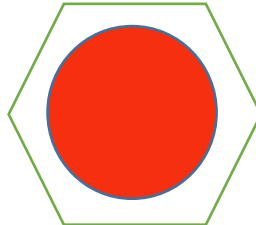
- Prepare the following road trips that will be posted in the classroom walls.
- On the first manila paper, paste the Yellow Road Trip Sign and label it as Career Choices.



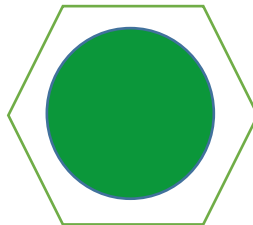
- On the second manila paper, paste the GAS UP Road Trip Sign and label it as Goal Motivators.



- On the third manila paper, paste the RED Sign and label it as HINDRANCES.



- On the fourth manila paper, paste the GREEN Road Trip Sign and label it as Curriculum Exits.



- Prepare meta strips or clean sheets of paper. Distribute four sheets to all students.
- Instruct learners to write the following on these sheets of paper:
 - ✓ Paper 1: Label it with career choice, and write the career choice – to be posted in the Yellow Road Trip Sign.
 - ✓ Paper 2: Label it with Goal Motivators, and write their goal motivators – to be posted in Gas Up Road Trip Sign.
 - ✓ Paper 3: Label it with career hindrance and write their career hindrances – to be posted in the Red Road Trip Sign.
 - ✓ Paper 4: Label it with curriculum exits and write their curriculum exit – to be posted in the Green Road Trip Sign.
- After writing on the four sheets of paper, group learners into four.
- Tell the learners that they are about to go on a road trip with their friends using the sheets of paper.
- Let the group form a HUMAN TRAIN.
- Tell the learners that when you call out loud a color on the road trip sign, they must prepare the corresponding sheets:
 - ✓ Career Choice – Yellow
 - ✓ Goal Motivators – Gas-UP
 - ✓ Hindrances – Red
 - ✓ Curriculum Exits – Green

- Tell further that when the upbeat music plays, they move around the room where the first person leads the dance move. All members of the group will follow the dance steps.
 - ✓ As the music stops, say this aloud: “YELLOW!” and allow learners to find a partner. Let them share what particular **career choice** they are considering at the present. After briefly sharing with the learners, they will post their sheet of paper to the corresponding road sign posted on the wall and immediately go back to their human train formation.
 - ✓ After this, say this aloud: “CHANGE!” and the last person in the human train will go to the front and become the new leader.
 - ✓ The music plays again and everyone in the human train follows the new leader as they dance and move around.
 - ✓ Then, say aloud the next road sign and allow learners to look for a new partner to share what they have written on their paper until all road signs have been called out.
 - ✓ The procedure is done until all road trip signs have been introduced and pairs have shared their answers to each other.

Note to teacher-facilitator: Arrange the room to provide space for this activity. The following will be prepared in advance and to be posted on the wall inside the classroom to prepare for the activity.

Processing Questions:

1. Based on the activity, do you think you made the right career decisions? How so?
2. What did you realize from this activity? What are the hindrances that you identified? Can you overcome these through your goal motivators? in what way?
3. Based on the discussion on the current trends and demands, is your career choice aligned to what is needed in your region? What do you think is the effect of aligning your career to the local and global needs to nation-building?

VI. Evaluation (20 minutes)

Build Me Up! Mantra (The Nation Building Contribution)

Procedure:

- Group together all learners who are tracking the same curriculum exits.
- Ask them to come up with a mantra, by mentioning how the curriculum exit will contribute to national development.

Example:

Patungo sa Kolehiyo, Progresibo!

- Ask the groups to finalize their mantra in a yell, jingle, or in cheering form.
- Each group will present their mantra to the class.

Processing Questions:

1. How committed are you to live up to your group mantra? Is it doable? In what ways can you fulfill it?
2. How can your group mantra contribute towards nation building?

VII. Reflection (10 minutes)

In their career journal, let learners answer the following question: How will I connect my personal mission statement to fulfill our group mantra?

VIII. Assignment

1. Post your personal mission statement in your Facebook status.
2. Take a picture with your group mates with your group mantra presentation. Make sure to write your mantra in a meta card and post these in your Facebook account.

Note: Assign a Career Guidance Corner where learners may post their personal mission statement and mantra sheets, as an alternative or add-up to the assignment. Posting in the social media is optional, if learners have access to the internet to do so.

Glossary

career choice – process of choosing a career path that involves choices regarding education and training for a given career (<http://www.igi-global.com/dictionary/career-choices/3355>)

hindrance – a person or thing that makes a situation difficult; a person or thing that hinders someone or something; the act of making it difficult for someone to act or for something to be done (<http://www.meriam-webster.com>)

mantra – a sound, word, or phrase that is repeated by someone who is praying or meditating; a word or phrase that is repeated often or that expresses someone's basic beliefs (<http://www.meriam-webster.com>)

mission – a task or job that someone is given to do (<http://www.meriam-webster.com>)

trend – a general direction in which something is developing or changing; to extend in a general direction: follow a general course (<http://www.meriam-webster.com>)

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Appendices

Appendix 1

The Five-Minute Mission



Worksheet for Personal Mission Statement

WORKSHEET FOR PERSONAL MISSION STATEMENT	
What is the most important thing or event in your life right now that you treasure?	
What do you want to accomplish 3–5 years from now?	
What do you consider an enjoyable thing to do?	
What do you wish to become?	
What can you do best?	
What do you love to do?	
What kind of reputation do you want to have? How can you help in nation building?	

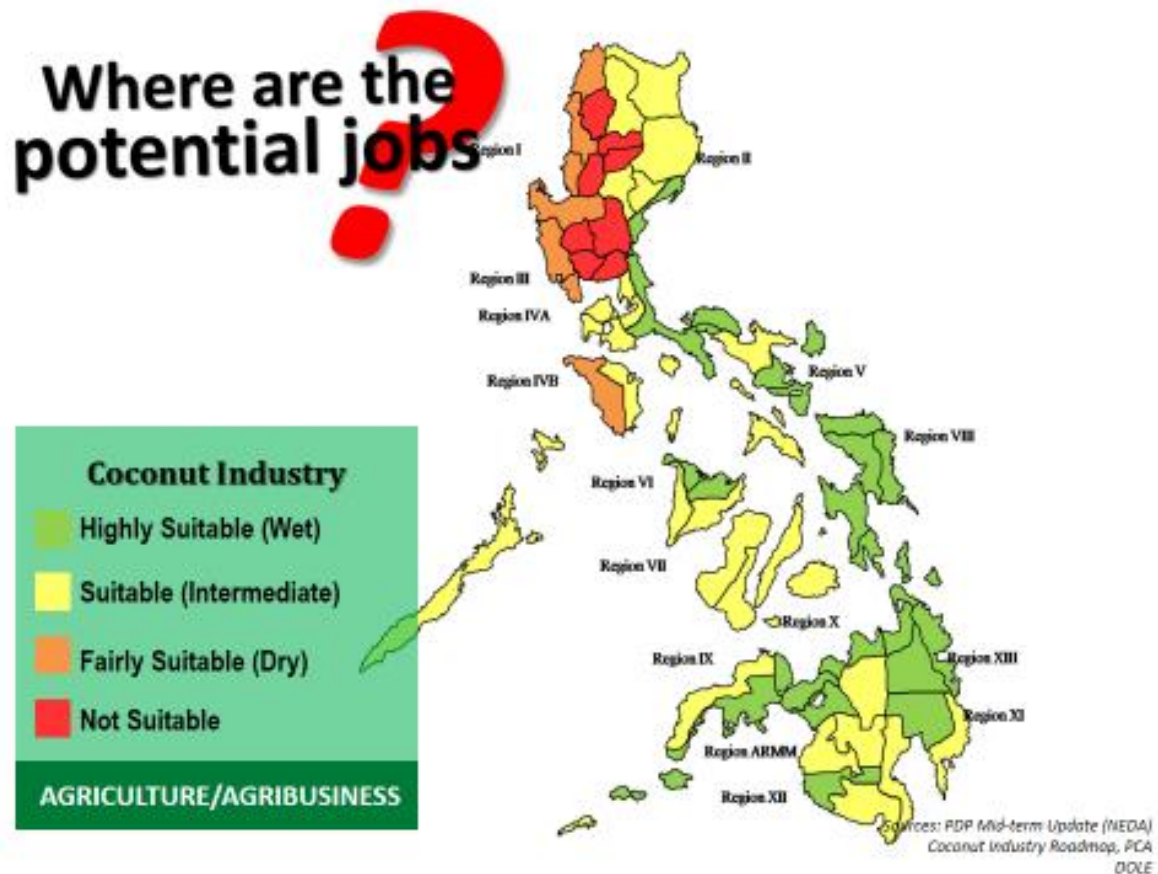
Appendix 3

Ang Misyon Ko! Reality Check!

<p style="text-align: center;">Ang Misyon Ko! Reality Check!</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Appendix 4

Current Demands and Trends
(Jobs and Emerging Industries per Region)

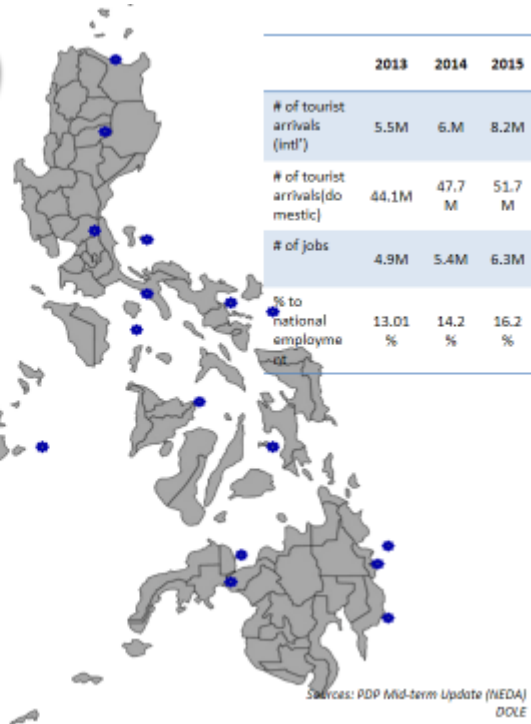


Where are the potential jobs?

Tourism Development Areas

- Ilocos Norte
- Central Luzon
- Metro Manila & CALABARZON
- Bicol Region
- Western Visayas
- Palawan
- Central Visayas
- Northern Mindanao
- Zamboanga
- Davao

TOURISM

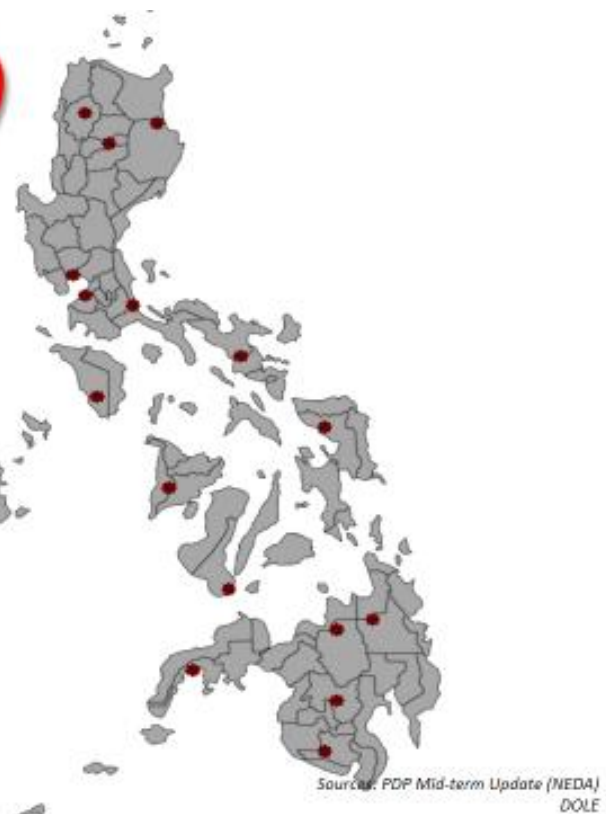


Where are the potential jobs?

PPP Infrastructure Projects

- Daang Hari - SLEX Link Road
- Cavite-Laguna (expressway, LRT)
- Angat, Bulacan (hydro power plant)
- PPP for School Infra Projects (Phases 1&2)
- Cebu (Airport)
- Cagayan de Oro (airport)

INFRASTRUCTURE/ LOGISTICS



Where are the potential jobs?

BPO Next Wave Cities

- Cordillera-Ilocos (San Fernando, La Union, Dagupan, Baguio City)
- Central Luzon (Angeles/Clark, Cabanatuan, Olongapo/Subic, Tarlac)
- Western Visayas (Bacolod City, Iloilo)
- Central Visayas (Cebu, Lapu-lapu, Mandaue, Dumaguete, Tagbilaran)
- Davao-GenSan

IT/BPM



Sources: PDP Mid-term Update (NEDA)
DCLT

Where are the potential jobs?

Region 3: Automotive, Food Processing, Chemicals, Garments

NCR: Automotive, Mineral Processing, Food Processing, Chemicals, Garments, IT-BPM

Region 4-B: Mineral Processing

Region 6: IT-BPM, Food Processing

CARAGA: Mineral Processing, Food Processing

Region 10: Mineral Processing, Food Processing

Region 11: Chemicals, Food Processing, Mineral Processing, Iron & Steel



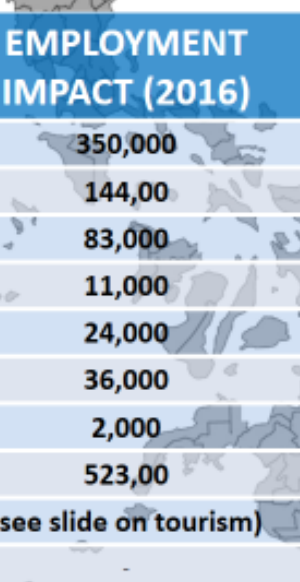
CAR: Mineral processing

Region 2: Food processing

Region 4-A: Automotive, Processed food, Chemicals, Garments, IT-BPM, Iron & Steel

Source: DTI

Where are the potential jobs?



PRIORITY SECTORS	EMPLOYMENT IMPACT (2016)
ELECTRONICS	350,000
FOOD PROCESSING	144,00
CHEMICALS	83,000
IRON & STEEL	11,000
AUTOMOTIVE	24,000
GARMENTS	36,000
MINERAL PROCESSING	2,000
IT-BPM	523,00
TOURISM	(see slide on tourism)
- MEDICAL TRAVEL	

Source: DTI

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, XII
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

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 & Abaca) IX, XI (Fishing) XII (Sugarcane, Pineapple, Banana, Bamboo, Rubber & Fishing)
Quick Services (Fast Food Industry)	III

**Inclusion of Region II in Tourism was indicated in their report of the potential growth in Agri-Tourism*

EMERGING INDUSTRIES

Region III

- Logistics
- Ship Building
- Quick Services

NCR

- Real & Retirement Estates
- Transport & Logistics

CAR

- BPO/IT Cyberservices
- Metals (Agro-industry Machinery and Parts Manufacturing and aero space techno park)

Region V

- Tourism
- Cyberservices/ICT enable services



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EMERGING INDUSTRIES

Region VI

- Online Tutoring
- Automotive/Land Transportation
- Power
- Education

Region VIII

- Agribusiness
- Tourism
- ICT
- Mining



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EMERGING INDUSTRIES

Region X

- Bamboo
- Poultry
- Seaweed Industry
- Coco coir
- Banana
- Rubber
- Processed Food
- Coffee
- Abaca

Region IX

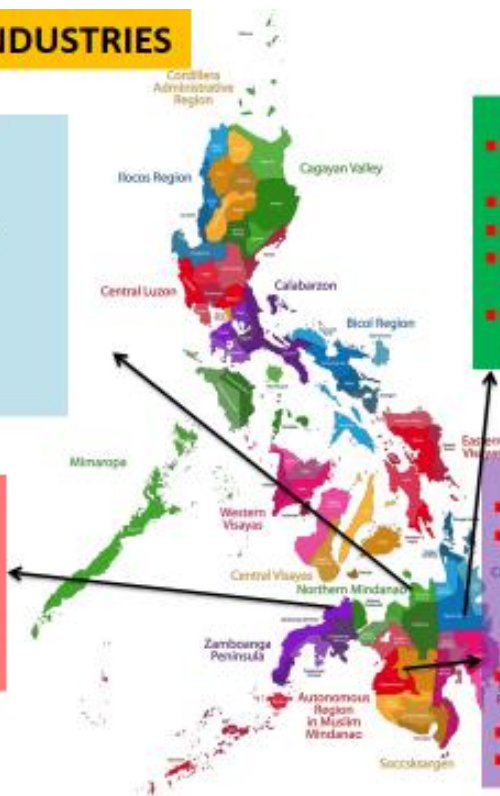
- Agribusiness
- IT/BPM
- Manufacturing
- Hotel, Restaurant, Tourism
- Mining

Region XI

- Real Estate, Renting & Business Activities
- Mining % Quarrying
- Fishing
- Health and Social Work
- Financial Intermediation

Region XII

- Cyberservices
- Agribusiness (Sugarcane/Muscovado, Pineapple, Banana, Bamboo, Rubber, Palm Oil)
- Fishing (Pangasius, Tuna, Bangus)
- Tourism
- Health & Wellness



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JOBSFIT LABOR MARKET INFORMATION (LMI) REPORT 2013-2020

List of Cross-cutting in-Demand and Hard-to-Fill Occupations					
OCCUPATION	SENIOR HIGH SCHOOL TRACK	INDUSTRY	OCCUPATION	SENIOR HIGH SCHOOL TRACK	INDUSTRY
Accountant	Academic Track/ABM	IT-BPM, Wholesale and Retail Trade Hotel, Restaurant and Tourism, Ownership, Dwellings, and Real Estate, Banking and Finance, Agribusiness, Manufacturing, Education	IT Specialist	Academic Track/GAS	IT-BPM, Manufacturing, Wholesale and Retail Trade
Agriculturist	Academic Track/GAS	Agribusiness	Industrial Engineer	Academic Track/STEM	Agribusiness, Manufacturing
Accounting Staff	Academic Track/ABM	Banking and Finance, Agribusiness, Ownership, Dwellings, and Real Estate, Wholesale and Retail Trade	Instrumentation Technician	Academic Track/GAS	Agribusiness, Power and Utilities, Manufacturing
Air-Conditioning Technician	Technical Vocational Livelihood Track/Industrial Arts	Power and Utilities, Transport and Logistics	Landscape Artist	Technical Vocational Livelihood Track/Agrifishery	Hotel, Restaurant and Tourism
Animator	Technical Vocational Livelihood Track/ICT	IT-BPM	Legal Transcriptionist	Academic Track/GAS	IT-BPM
Carpenter	Technical Vocational Livelihood Track/Industrial Arts	Agribusiness, Construction	Librarian	Academic Track/GAS	Education, IT-BPM
Cashier	Academic Track/ABM	Hotel, Restaurant and Tourism, Transport and Logistics, Wholesale and Retail Trade	Machinist	Technical Vocational Livelihood Track/Industrial Arts	Construction, Manufacturing
Civil Engineer	Academic Track/STEM	Ownership, Dwellings and Real Estate, Mining, Agribusiness, Construction	Mason	Technical Vocational Livelihood Track/Industrial Arts	Ownership, Dwellings and Real Estate Construction
Chemical Engineer	Academic Track/STEM	Renewable Energy, Power and Utilities, Manufacturing	Material Engineer	Academic Track/STEM	Mining
Computer Programmer	Technical Vocational Livelihood Track/ICT	IT-BPM, Wholesale and Retail Trade	Mechanical Engineer	Academic Track/STEM	Manufacturing, Power and Utilities, Construction, Ownership, Dwellings, and Real Estate, Renewable Energy, Hotel, Restaurant and Tourism, Wholesale and Retail Trade
Draftsman	Academic Track/STEM	Manufacturing, Health and Wellness	Medical Technologist	Academic Track/STEM	Health and Wellness, Manufacturing
Electrical Engineer	Academic Track/STEM	Renewable Energy, Ownership, Dwellings and Real Estate, Agribusiness, Manufacturing, Mining, Wholesale and Retail Trade	Metallurgist	Academic Track/STEM	Power and Utilities, Mining
Electrical Technician	Technical Vocational Livelihood Track/Industrial Arts	Power and Utilities, Manufacturing	Nutritionist	Academic Track/STEM	Health and Wellness
Florist	Technical Vocational Livelihood Track/Agrifishery	Hotel, Restaurant and Tourism	Painter	Vocational Livelihood Track/Industrial Arts	Construction, Transport and Logistics
Food Technologist	Technical Vocational Livelihood Track/ Home Economics	Hotel, Restaurant and Tourism, Manufacturing, Wholesale and Retail Trade	Pharmacist	Academic Track/STEM	Health and Wellness, Manufacturing
Forester	Technical Vocational Livelihood Track/Agrifishery	Agribusiness	Physician	Academic Track/STEM	Health and Wellness
Geodetic Engineer	Academic Track/STEM	Ownership, Dwellings and Retail Estate, Mining	Plumber	Vocational Livelihood Track/Industrial Arts	Construction
Heavy Equipment Operator	Technical Vocational Livelihood Track/Industrial Arts	Manufacturing, Mining, Power and Utilities, Construction	Sanitary Engineer	Academic Track/STEM	Power and Utilities, Construction
Herbologist	Academic Track/GAS	Health and Wellness, Hotel, Restaurant and Tourism	Software Developer	Technical Vocational Livelihood Track/ICT	IT-BPM
Human Resource Manager	Academic Track/HUMSS	Education, Wholesale and Retail Trade	System Analyst	Technical Vocational Livelihood Track/ICT	Power and Utilities, Manufacturing
			Veterinarian	Academic Track/STEM	Agribusiness
			Web Designer	Technical Vocational Livelihood Track/ICT	IT-BPM
			Welder	Vocational Livelihood Track/Industrial Arts	Agribusiness, Construction, Mining, Shipbuilding, Manufacturing

Source: DOLE

References

Steven Covey. First Things First. (<https://www.livecareer.com/quintessential/creating-personal-mission-statements>)

conduct.tcnj.edu/files/2011/11/Personal-Mission-Statement-Assignment.pdf

<http://www.igi-global.com/dictionary/career-choices/3355>

<http://www.meriam-webster.com>