



DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



PERSONAL DEVELOPMENT

Second Quarter – Module 7: Career Pathways



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PERSONAL DEVELOPMENT – Grade 11/12
Alternative Delivery Mode
Quarter 2 – Module 7: Career Pathways
First Edition, 2020

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PERSONAL DEVELOPMENT

**Second Quarter – Module 7:
Career Pathways**



Introductory Message

For the facilitator:

Welcome to the Personal Development 11/12 Alternative Delivery Mode (ADM) Module on Career Pathways!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.









As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.




For the learner:

Welcome to the Personal Development 11/12 Alternative Delivery Mode (ADM) Module on Career Pathways!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

 Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know



Your career is the road-map that you follow through your lifetime. There are a lot of things that come into play when you are journeying through this road: education, family life, friendships, experiences, community activities and even hobbies and leisure activities you involve yourself in.

SOURCE: https://www.jing.fm/iclip/u2q8e6o0w7i1r5i1_pathway-clipart-future-plan-my-future-career/

LEARNING COMPETENCY:

Prepare a career plan based on the identified career options to attain personal life's goals.

EsP-PD11/12PC-IIg12.3

Explain the factors in personal development that may guide him/her in making important career decisions adolescents.

EsP-PD11/12IOPD-IIi14.1

At the end of the module, you should be able to:

1. explain that understanding of the concepts of career and life goals can help in planning your career;
2. make a career plan based on the identified career option to attain personal life's goals; and
3. take a self-assessment tool to know your personality traits and other personal factors in relation to your goals.

Important note to remember: This module will be collected every week so you are directed not to put any marks in here. All answers and the exact date must be written in your **ACTIVITY/QUIZ** notebook, or as prescribed on every given activity.

For health and safety purposes, avoid licking your fingertips, when leafing or turning pages.



What I Know

Today you will be exploring the facets through the use of several measures that will examine your skills, abilities, interests and traits that will prove to be essential information about the self that will be very helpful in planning your career.

AGREE OR DISAGREE

The objective of the game is to explore ideas about one's future career by agreeing or disagreeing about common misconceptions and facts about career planning.

Use your activity notebook for this task.

- _____ 1. *Arts/humanities majors usually are unemployable after college*
- _____ 2. *Selecting what's 'hot' at the moment is safe*
- _____ 3. *Career assessments / counselors will not be of any use for me*
- _____ 4. *If X is happy in a particular field, I will be happy too*
- _____ 5. *If I wait long enough, luck will eventually bring me to the right career*
- _____ 6. *Making a lot of money will make me happy*
- _____ 7. *Once I choose a career I'll be stuck in it forever*
- _____ 8. *If I change careers my skills will be wasted*
- _____ 9. *I will decide after the results are out*
- _____ 10. *I love this hobby, but I don't think I can make money out of it*

Source: <http://www.rediff.com/getahead/slide-show/slide-show-1-career-10-mythsabout-career-planning-busted/20120430.htm#1>



What's In

Processing:

1. *What was the easiest/difficult statement to decide on? Why?*
2. *What made you agree/disagree with the statements?*
3. *What or who influenced you in making a decision as to whether to agree or disagree on the statements read?*



What's New

CAREER

A career is defined as the combination and sequence of roles played by a person during the course of a lifetime (Super, 1980). Your career basically dictates a lot of things in your life – it can determine the kind of lifestyle that you will be leading, the quality of relationships that you have with people around you like your family and friends, the kind of balance you will be able to keep with your life and your responsibilities.

WHAT INFLUENCES YOUR CAREER CHOICE?

When we think about career choice, several things immediately come to mind - job description, training and education required, career outlook, and salary – but there are a number of other factors that may influence your decisions

Influence Factors

Skills and Abilities - *Considering your skills and abilities and how they may fit a particular occupation comes out of one of the earliest career development fields.*

Interest and Personality Type - *Holland's Career Typology is a widely used to connect personality types and career fields. This theory establishes a classification system that matches personality characteristics and personal preferences to job characteristics. The Holland Codes are six personality/career types that help describe a wide range of occupations.*

Life Roles - *Being a worker is just one of your life roles, in addition to others such as, student, parent, and child. Super's Lifespan theory directly addresses the fact that we each play multiple roles in our lives and that these roles change over the course of our lives. 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 - *Krumboltz's Social Learning and Planned Happenstance theories address factors related to our experiences with others and in previous work situations. Having positive experiences and role models working in specific careers may influence the set of careers we consider as options for ourselves. One aspect of 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.*

Culture- *Racial and ethnic background, as well as the culture of an individual's regional area, local community, and extended family, may impact career decisions. Our culture often shapes our values and expectations as they relate to many parts of our lives, including jobs and careers.*

Gender - *Both men and women have experienced career-related stereotypes. Gender is a factor included in multiple career development theories and approaches including, Social Learning and multicultural career counseling. How we view ourselves as*

individuals may influence both the opportunities and barriers, we perceive as we make career decisions. Studies of gender and career development are ongoing as roles of men and women in the workforce, and in higher education, evolve.

Social and Economic Conditions - *All of our career choices take place within the context of society and the economy. Several career theories, such as Social Cognitive Career Theory and Social Learning, address this context in addition to other factors. Events that take place in our lives may affect the choices available to us and even dictate our choices to a certain degree. Changes in the economy and resulting job market may also affect how our careers develop.*

Childhood Fantasies - *What do you want to be when you grow-up? You may remember this question from your childhood, and it may have helped shape how you thought about careers then, as well as later in life. Career counseling theories are expanding as programs related to career choice are developed for all ages, including the very young. Ginzberg proposed a theory that describes three life stages related to career development. The first stage, fantasy, where early ideas about careers are formed, takes place up to age 11.*

It's important to understand that career choice is not made based on any one factor. Our choices are subject to many influences – individual, cultural, social, and environmental. The combination and interaction of various influences on your decision-making are unique to you and your situation. There may also be multiple options, several “good-fits” for you, instead of a single, right choice. Keep in mind that as you change, learning and experiencing new things, and external factors change, such as the economy, you will continue to revise and fine-tune your career choices. there is a lot to consider, but you don't have to figure it all out on your own.

Source: <http://www.onlinecollege.org/2011/05/17/what-influences-yourcareer-choice/>



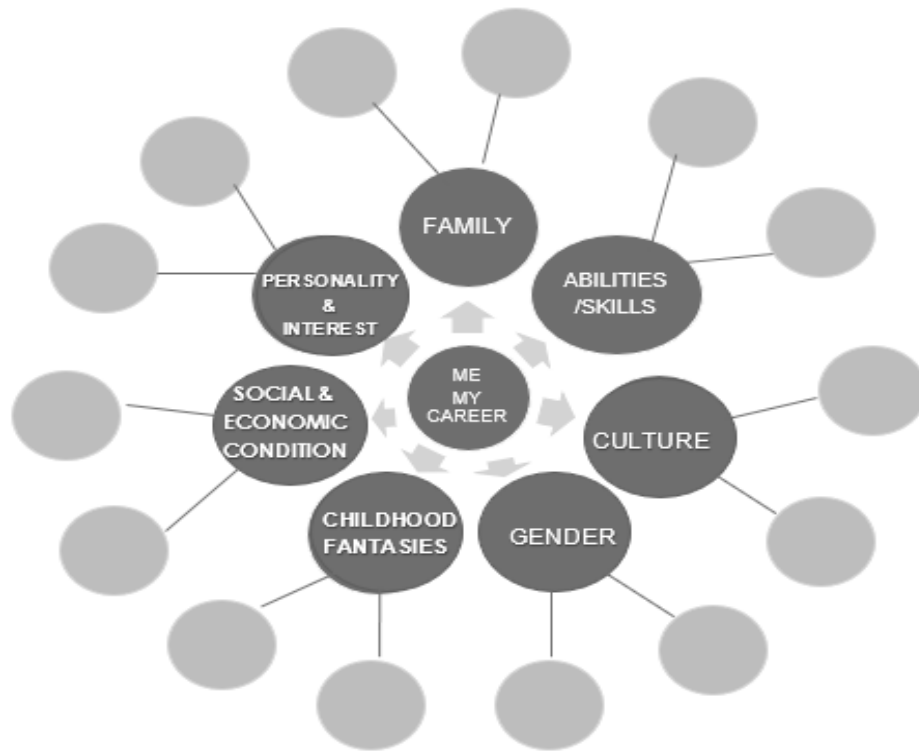
What is It

Task 1: CAREER WHEEL

In your activity notebook, illustrate a career wheel. *In the labeled circles, place events, situations, needs and facts about yourself that you think will affect your decisions when it comes to choosing your career in the future. You can write down words or even phrases. You may draw and connect more circles if you need to do so.*

TASK 1**MY CAREER WHEEL**

DATE: _____



Source: http://earlhaig.ca/departments/coop/1Documents/gr%2010%20careers/Career%20Wheel%20Assignment/building_careers.pdf

Answer the following questions on your quiz notebook based on the activity above.

1. How did you go about naming events, situations, needs and facts about yourself? Were there challenges in doing this? If so, what are these challenges? _____.
2. Looking at these many facets in your life, which among them do you think are major considerations when deciding on future career options? Why would you consider these as a source of great impact? _____.
3. Which are the areas that will really work to your advantage in relation to the career options that you are considering? How will these impact your choices? _____.
4. What are your realizations after this exercise? _____.

Source: http://earlhaig.ca/departments/coop/1Documents/gr%2010%20careers/Career%20Wheel%20Assignment/building_careers.pdf

**What's More**

Write your answers in your activity notebook.

1. Which of those factors you have are useful in your career choice? _____.
2. Which of those factors do you think could affect your career choice? _____.



What I Have Learned

WORK VALUES INVENTORY

Values are an important part in the career decision-making process. It is important to select career options, which best fit your values. The list below will help you to identify those values that you think will be important to you in your work. Your work values may change as work situations change. It is important to evaluate your work values often.

Read each value in the table below and decide if it is always important to you, sort of important or not important to you. **Place an "X" in the appropriate box.** The definition is there to help you think about the value. If your definition is different, use your own definition when rating the value.

WORK VALUES INVENTORY

DATE: _____

1.core values that are important to me in my life are:	Always Important	Sort of Important	Not Important
Achievement: Being able to meet your goals.			
Balance: Time for family, work and play.			
Independence: Control of your own destiny.			
Influence: Able to have an impact on others.			
Integrity: Stand up for your beliefs.			
Honesty: Telling the truth and knowing that others are telling the truth.			
Power: Control over others.			
Respect: Care and trust of self and others.			
Spirituality: Believing in your core beliefs.			
Status: Having influence and power over others			
2. I value work environments that are:	Always Important	Sort of Important	Not Important
Fast Paced: Work that has many things happening at one time.			
Flexible: Work that is not set to a specific time schedule.			
High Earnings: Work that has the potential to make a lot of money.			
Learning: Work that is intellectually challenging to you.			
Location: Work that is in a convenient place and an easy commute.			
Predictable: Work where you know what is going to happen day after day.			
Quiet: Work where there are few disruptions throughout the day.			
Relaxed: Work where there are few			

pressures to get things done.			
Structured: Work where it is organized and has a specific set time.			
Time Freedom: Work where you set your own schedule and plan how and when you do your work.			
3. I value work interactions with co-workers who support:	Always Important	Sort of Important	Not Important
Competition: Work where you compete with others.			
Diversity: Work where there are people with different ethnic backgrounds.			
Friendships: Work where you socialize with your co-workers.			
Leadership: Work where there are good leaders managing the organization.			
Management: Work where there is strong management.			
Open Communication: Work where information is not held back from employees.			
Recognition: Work where you are acknowledged for your work and contribution.			
Support: Work where you help and support each other.			
Teamwork: Work where working together is important.			
Trust: Work where you can count on each other.			
4. I value work activities that are:	Always Important	Sort of Important	Not Important
Analytical: Work that requires interpretation of data and information.			
Challenging: Work that is mentally or physically challenging.			
Creative: Work that uses imagination and creative talents to produce results.			
Helping: Work that is helping people.			
Leading Edge: Work on new and innovative products or projects.			
Physical: Work that has a lot of physical activity.			
Public Contact: Work that has daily interaction with public.			
Research: Work that searches for new information.			
Risk Taking: Work that may be dangerous or risky.			
Variety: Work where many different tasks are done during the day.			



What I Can Do

YOUR WORK VALUES PROFILE

Review that “Always Important” values and choose your top five values. Write the values on the lines below with the most important value first. Check the line which indicates the section the value is from.

My Top 5 Always Important Values:

	1	2	3	4
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

Adapted from: *Personal Development Teacher's Guide First Edition* (Department of Education, 2016) pp. 116-118



Assessment

AGREE OR DISAGREE

The objective of the game is to explore ideas about one's future career by agreeing or disagreeing about common misconceptions and facts about career planning.

Use your activity notebook for this task.

- _____ 1. Arts/humanities majors usually are unemployable after college
- _____ 2. Selecting what's 'hot' at the moment is safe
- _____ 3. Career assessments / counselors will not be of any use for me
- _____ 4. If X is happy in a particular field, I will be happy too
- _____ 5. If I wait long enough, luck will eventually bring me to the right career
- _____ 6. Making a lot of money will make me happy
- _____ 7. Once I choose a career I'll be stuck in it forever
- _____ 8. If I change careers my skills will be wasted
- _____ 9. I will decide after the results are out
- _____ 10. I love this hobby, but I don't think I can make money out of it

Source: <http://www.rediff.com/getahead/slide-show/slide-show-1-career-10-mythsabout-career-planning-busted/20120430.htm#1>



Additional Activities

PORTFOLIO OUTPUT NO. 7 Documented Interview with Preferred Career Practitioners

This activity enables you to reflect on the career you have in mind.

PORTFOLIO OUTPUT NO. 7

DATE: _____

1. Name three (3) jobs/occupations that you feel so far you would want to have in the future.

2. Do background research on this job by doing online interview on the individuals who hold such jobs. Find out the following information from the interview:

- ☐ Job Title/Position Title
- ☐ Needed academic preparation
- ☐ Skills, Knowledge, Abilities, expected competencies to succeed in the job
- ☐ Demand for the Job
- ☐ Perks of the job
- ☐ Difficulties/Challenged
- ☐ Expected compensation/remuneration package of a person occupying the position

3. *Write a career plan based on the identified career options and how it could help attain your personal life's goals.*

Adapted from: *Personal Development Learner's Guide First Edition* (Department of Education, 2016). p.12



Answer Key

Since the subject and the tasks required responses based on personal experiences and reflection, *answers may vary*. Thus, making it difficult for teacher to give answer keys to each given task except for the below-given rubrics.

Source: <http://www.rediff.com/getahead/slide-show/slide-show-1-career-10-mythsabout-career-planning-busted/20120430.htm#1>

Myth 1: Arts/humanities majors usually are unemployable after college
 Fact: Skills matter in every stream

Myth 2: Selecting what's 'hot' at the moment is safe
 Fact: What's hot today may not necessarily be 10/20 years later

Myth 3: Career assessments / counselors will not be of any use for me
 Fact: You must know what your aptitude is before choosing a career

Myth 4: If X is happy in a particular field, I will be happy too
 Fact: You are not X

Myth 5: If I wait long enough, luck will eventually bring me to the right career
 Fact: Procrastination is no substitute for laziness

Myth 6: Making a lot of money will make me happy
 Fact: The ingredients of fulfilling career also includes passion and commitment to growth

Myth 7: Once I choose a career I'll be stuck in it forever
 Fact: You are never too old to switch careers

Myth 8: If I change careers my skills will be wasted
 Fact: Being multi-skilled allows you to learn and adapt accordingly

Myth 9: I will decide after the results are out
 Fact: Impulsive decisions lack planning and direction

Myth 10: I love this hobby, but I don't think I can make money out of it
 Fact: If you love what you do, you will not feel like you are working

Underlined word is the answer for each item.

MYTH is equivalent to DISAGREE
 FACT is equivalent to AGREE

PRETEST AND POST-TEST



RUBRIC FOR INDIVIDUAL WORK

	Exemplary 4 points	Sufficient 3 points	Minimal 2 points	Beginning 1 point
Self-disclosure / Depth of reflection	Student demonstrates an in-depth reflection on, and personalization of the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples from personal experiences are provided, as applicable.	Student demonstrates a general reflection on, and personalization of the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided from personal experiences, as applicable.	Student demonstrates a minimal reflection on, and personalization of the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples are not provided or are irrelevant to the assignment.	Student demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided.

Connection to outside experiences	Student makes in-depth synthesis of thoughtfully selected aspects of experiences related to the topic and makes clear connections between what is learned from outside experiences and the topic.	Student goes into some detail explaining some specific ideas or issues from outside experiences related to the topic and makes general connections between what is learned from outside experiences and the topic.	Student goes into little detail explaining some specific ideas or issues from outside experiences related to the topic and makes very few connections between what is learned from outside experiences and the topic.	Student merely identifies some general ideas or issues from outside experiences related to the topic.
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Connection to readings	Student makes in-depth synthesis of thoughtfully selected aspects of readings related to the topic and makes clear connections between what is learned from readings and the topic. Includes reference to at least two readings other than those assigned for class.	Student goes into more detail explaining some specific ideas or issues from readings related to the topic and makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.	Student goes into little detail explaining some specific ideas or issues from readings related to the topic and makes general connections between what is learned from readings and the topic.	Student identifies some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.
Connection to unit objectives	Student synthesizes, analyzes and evaluates thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	Student <u>synthesizes</u> clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Student attempts to synthesize some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Student has difficulty restating some general ideas or issues from the class discussion as they relate to this topic.

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