STATE OF CAREER DEVELOPMENT IN PHILIPPINE COLLEGES AND UNIVERSITIES

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Career Development

- Refers to those aspects of an individual’s experience that are relevant to personal choice, entry and progress in educational, vocational and avocational pursuits.
- The process by which one develops and refines such characteristics as self-identity and career identity, planfulness and career maturity (Sears, 1982).

Career Development

- Refers to the sequence of occupations and other life roles which combine to express one’s commitment to work in his or her total pattern of self-development (Super, 1976).

Career Development

- Lifelong psychological and behavioral processes and contextual influences shaping one’s career over the life span.
- Involves the person’s creation of career pattern, decision-making styles, integration of life roles, values expression and life – role self-concepts.

Herr & Cramer (1996)

K-12 Education Reform implementation – Transition from old to new mindset;
Universities have to create Grade 11 curriculum taught by Univ professors in campus
Faculty and staff new workloads and conditions
Retooling of faculty

Ph Career Dev Context

Academic Calendar Change
Research and academic collaboration within ASEAN
International (ASEAN) and national accreditation requirements
Research requirement for promotion
Transition to new national political leadership

Ph Higher Ed Context
### Ph Student Challenges

#### Discipline – related concerns
- Globalization and employability issues
- Social media accountability
- Drug dependency among students

#### Framework of the Study

**Inputs**
- Government initiatives
- Institutional initiatives

**Process**

**Output/Outcome**
- Graduates' academic and professional career competencies, meet standards and levels of the Phil and ASEAN qualification framework

#### Methodology
- Mixed: Quali-quantitative methods
- Survey of 50 Higher education institutions
- Key informant interviews
- Respondents: Career and Placement Practitioners; Deans of student affairs and services
- Analysis of results
- Discussion and Recommendations

#### Respondents
- 50 educational institutions:
  - Forty-three (43) universities
  - Thirteen (13) colleges
  - Eight (8) state universities
  - Forty-two (42) private Univ/colleges.
- Their ages range from 22 to 73 years with 83% belonging to the age range of 22 to 40 years old, eighty – six percent (86%) female.

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### Region-wise Breakdown

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### Educational Profile Courses of Respondents

- Accounting
- Business Ed
- Cooperatives
- Banking & Finance
- Pol Sci
- Chem Eng
- Office Admin
- Social Work
- Industrial Psych, BA
- BS Psych

### Years in Academe and Acad Teaching

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<th>Years in Teaching</th>
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### Educational Degrees

- Master’s Degree
  - Include forty two percent (42%) in Guidance and Counseling.
- Eight percent (8%) in Business Administration.
- Five percent (5%) in Clinical Psychology, and
- One percent (1%) each in Pastoral Ministry, Information Technology, Business Education, Values Education, and Management.

- PhD
  - Educational Leadership and Management, Higher Education Management and Social Science.

- Interestingly, Placement Practitioners also have varied specialization in their graduate degrees and guidance and counseling top the courses.

### Placement Practitioners’ Landscape

- Job Staying power.
  - Whereas workers in the past often had one or two jobs in their lifetime, today workers stay in a job for an average of 4 to 6 years and thus may have more jobs in his/her lifetime (SCANS, 1997).

- Emergence of flat organization.
  - Manager works in a different time zone and the workers under him/her team are in another country.

### Global Mobility

- Employees are reaching across borders to find highly skilled people.

- Continuous Work hours
  - Workers have to work closely with their counterparts in another continent.

- Work shifts dominate new markets

- Relocation
Results: Organizational Accountability

- 85% assigned career and placement services to the Guidance and Counseling unit.
- 14% combine Guidance and Counseling and Placement in the same unit.
- 14% merge External Affairs with Marketing and Promotions, Academic Linkages and Placement.
- 7% have separate Placement Office.

Respondents also reported that the placement services are being done by collaborative units within the college or university.

Banet (2006) on the career and placement services of 10 autonomous universities:
- 70% of the colleges and universities represented in her study did not have a separate office for career and job placement services.
- Most tertiary schools did not prioritize the placement services as an important requisite in helping graduating students land jobs after graduation.

Results: Identified needs of Placement Practitioners

- Collaborate with government organizations, industry partners.
- Sourcing manpower.
- Budgeting and funding.
- Communicating with linkages (local and international).
- Preparing and doing research and tracer studies.
- Creating a separate placement program.

Knowledge and training on job placement requirements:
- Providing facilities for simultaneous workshops.
- Setting concrete direction on how to do placement services.
- Preparing internship program.
- Helping students in company interviews.
- Hiring qualified career and placement officers.
- Monitoring of graduates.
- Matching jobs with graduates’ skills.
- Training in competencies for the workplace.
- Developing career counseling skills.
- Defining the functions of the Placement Office.
- Networking with companies.

Results: Programs and Services Offered by the Career and Placement Unit

- Career seminars/pre-employment talks/fair (64%); job fairs (61%); career counseling (14%); resume writing (11%); graduate listing (11%); testing (11%); networking with industry (11%); tracer studies (11%) and mock interviews (11%).

Unique features:
- Job posting, information services, exit interviews.
- MOA Preparation with OJT partner companies, OJT orientation, job references, paratotal development, and enrichment programs.
- Career planning, interview simulations, pre-employment exams, career mentoring, and coaching, and consultancy.

Results: Needs of Career and Placement Practitioners

- Knowledge and training on job placement requirements.
- Providing facilities for simultaneous workshops.
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Ways that Placement Officers be helped

- Learning basic career counseling.
- Finding research materials on placement.
- Doing research.
- Counseling skills.
- Finding resource speakers for their graduating students.
- Providing programs for placement practitioners.
- Sharing of best practices.
- Providing inputs to head of placement units regarding.

Work demands of placement officers:
- Learning approaches and methodologies in enhancing placement programs and services.
- Becoming member in the association.
- Networking, benchmarking and sharing of resources.
- Linking with companies, availing of lists/connections with companies.
- Coming up with well-defined programs and services.
- And getting hold of statistical information on employment opportunities.

Results: Professional Skills needed by the Placement Practitioners

- Building network with industry and other schools.
- Professional development program and Differentiating roles and functions between counseling and placement.
- Doing more research on career trends.
- Benchmarking activities with other HEIs.
- Managing programs and developing career counseling skills.
Government initiatives

- Review of Education and training curricula
- Development of Philippine Qualification Framework
- Implementation of Guidance Advocacy Program
- Optimization and utilization of Jobnet

Career Guidance Advocacy Plan 2013-2016

Institutional Initiatives

- Career Education
  - Career coaching and mentoring
  - Career seminars/fairs
  - Career counseling
  - Mock Interviews
  - Exit Interviews
  - OJT orientations
  - Personal development programs

- Job Placement Services
  - Job Fair
  - Graduate Listing
  - Tracer Studies
  - Networking with industry
  - Job Info and posting services
  - Pre-employment exams

INSTITUTIONAL INITIATIVES

- Educational outcomes
  - Pass Licensure exams
  - Pass multinational companies exams
  - Good job interview outcomes
  - Graduating students are hired before they graduate
  - Graduates get into Management trainee programs of companies

- Training Program for Placement Practitioners, (TDPPP)
- Global Trends in Career Development
- Work ethics and Values
- Resource Management: Human, Financial and Fixed Assets
- Action Research and Tracer Studies
- Program Development
- Networking

PROFESSIONAL TRAINING PROSPECTS

In summary, the state of career dev in PH

- Graduates volunteer for community work
- Becoming community leaders
- Alumni as marketing ambassadors for the institution
- Current job aligned to academic preps

- Professional Training Prospects
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  - Global Trends in Career Development
  - Work ethics and Values
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