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INSTITUTE OF
INFLUENCERS**



PROJECT REPORT

**Name of the Course: INTERNATIONAL MASTER DIPLOMA IN GUIDANCE
& COUNSELING**

Conducting Organisation: International Institute of Influencers (III)

Title of the Project: Guidance-Coaching & Counselling (GCC)

**Criteria for doing the project: Structured Approach & Analytical Evaluation for
Workplace Through Guidance-Coaching & Counselling**

Submitted To: SHAMA Hussain, Founder & CEO of III

Date of Submission:

Name of the Candidate: EPIFANIA S. ONG

Name of the Organisation:

Discussion Points:

- Corey's Ethical Decision-Making Model is primarily used by professionals like counselors and educators, its underlying principles can be adapted to help elementary pupils in schools develop decision-making skills, particularly when faced with ethical dilemmas or difficult choices in their lives. For younger students, the process needs to be simplified, focusing on helping them understand key concepts like fairness, honesty, responsibility, and empathy.
- An elementary learner may feel unsure whether to tell a teacher that their friend is being bullied. By helping the child first identify the problem (bullying is wrong, but they're also afraid of losing their friend), they can learn to clarify what the real issue is.
- A grade 5 student might be deciding whether to share answers during a test. By considering who could be affected (the teacher, other students, themselves), they can recognize that helping someone cheat not only harms their own integrity but is unfair to others.

1. Identify pupils' academic strengths and weaknesses, character traits, and career aspirations through assessments and surveys.

One of the most important lessons young students can learn is that they don't have to solve problems alone. Corey's model emphasizes the value of consulting others, which is a key skill to teach children when they are uncertain.

Application for Pupils: If a grade 4 student is struggling with a peer conflict, they can be encouraged to talk to a trusted adult, like a teacher or school counselor, to get advice. Teaching students to seek guidance when they're unsure promotes a positive help-seeking behavior.

Description

Discussion Points:

For each statement below, indicate how confident you feel about your ability to perform each step in Corey's Ethical Decision-Making Model. Use the following scale:

Strongly Disagree- 1

Disagree- 2

Neutral- 3

Agree- 4

Strongly Agree- 5

1. I can clearly define the nature of the ethical problem or dilemma in a given situation.

The distribution of responses from the 38 teachers regarding their confidence in identifying the problem or dilemma in Corey's Ethical Decision-Making Model is varied and suggests differences in self-perceived ability. Here's an interpretation of the data based on the response scale:

Breakdown of Responses:

Strongly Disagree (1): 1 teacher (2.7%)

Disagree (2): 1 teacher (2.7%)

Neutral (3): 2 teachers (5.4%)

Agree (4): 3 teachers (8.1%)

Strongly Agree (5): 1 teacher (2.7%)

The majority of teachers (around 86%) did not provide ratings in the strongly agree or agree categories. This indicates that a significant portion of the group either lacks confidence or is uncertain about their ability to define ethical dilemmas. This could be a concern, given that identifying the problem is the first and foundational step in Corey's model. If teachers are not confident in this initial step, it may hinder their ability to effectively follow the rest of the model. The response data regarding teachers' confidence in their ability to identify the potential issues involved—specifically, considering the rights, responsibilities, and welfare of all parties in Corey's Ethical Decision-Making Model—is distributed as follows:

The 23 out of 38 correct responses suggests that most respondents have a moderate understanding of the legal aspects related to ethical dilemmas in counseling.

Option 4 (selected by 60.5% of respondents) likely reflects a moderate level of understanding or confidence in handling legal aspects, while Option 5 (which may indicate full confidence or understanding) was selected by a smaller number of people (around 5.3%).

The distribution of responses shows that while a significant portion of the respondents have a reasonable grasp of the topic (23.7% in one group, 60.5% in another), there are smaller groups with either lower or very high understanding (7.9%).

Breakdown of Responses:

Strongly Disagree (1): 1 teacher (2.6%)

Disagree (2): 1 teacher (2.6%)

Neutral (3): 0 teachers (0%)

Agree (4): 5 teachers (13.2%)

Strongly Agree (5): 27 teachers (71.1%)

Overall, this data shows that most guidance teachers feel confident in their ability to identify potential issues, considering the rights, responsibilities, and welfare of all parties involved. This high level of confidence is promising, as it suggests these teachers are well-prepared to handle complex ethical situations. However, for the few who feel less confident, targeted training and discussions could enhance their ability to manage ethical dilemmas effectively.

2. I feel comfortable seeking advice from colleagues, supervisors, or ethical committees when facing ethical dilemmas." Here's a breakdown and interpretation:

1, 2, 3, 4, ✓ 5:

- These are likely response options, with **1** being "Strongly Disagree" and **5** being "Strongly Agree." The checkmark next to **5** indicates that this option (highest level of agreement) was the most selected by respondents.

1 (2.6%), 1 (2.6%), 2 (5.3%), 2 (5.3%):

- **2.6%** of respondents (1 person) selected Options **1** and **2**, indicating that they either "Strongly Disagree" or "Disagree" with feeling comfortable seeking advice.
- **5.3%** (2 people) selected **Option 3**, representing a neutral stance, and another **5.3%** chose **Option 4**, showing moderate agreement.

7 (18.4%):

- **18.4%** of respondents (7 people) selected **Option 4**, indicating they agree with the statement.

17 (44.7%):

- A significant portion of respondents, **44.7%** (17 people), chose **Option 5**, meaning they "Strongly Agree" with feeling comfortable seeking advice when faced with ethical dilemmas.

11 (28.9%):

- **28.9%** of respondents (11 people) also selected **Option 5**, reinforcing strong agreement.

Interpretation:

The majority of respondents, **73.6%** (with **44.7%** and **28.9%** choosing **Option 5**), feel **very comfortable** seeking advice from colleagues, supervisors, or ethical committees when facing ethical dilemmas. A smaller group, **18.4%**, expressed moderate comfort (**Option 4**), while a very small percentage (around **2.6%**) feel uncomfortable seeking advice, as represented by **Option 1 and 2**. Overall, this suggests that the majority are confident in consulting others during ethical dilemmas, with only a few feeling less comfortable.

This data seems to represent responses to the statement: "**I can generate a list of potential actions**

to resolve an ethical issue." Here's a detailed interpretation:

1, 2, 3, ✓ 4, 5, Option 6, Option 7, Option 8, Option 9:

- These represent the response options, likely ranging from **1** (strong disagreement) to higher levels of agreement with the ability to generate potential actions, with **Option 9** possibly being the highest level.
- The checkmark next to **4** indicates that this option (moderate agreement) was selected by many respondents.

2 (5.3%):

- **5.3%** (2 people) selected **Option 1**, indicating they are at the lowest level of agreement or ability to generate potential actions for resolving an ethical issue.

0 (0%):

- No respondents selected **Option 2** or **Option 3**, suggesting that none of the participants fell in the lower middle range of agreement.

12 (31.6%):

- **31.6%** (12 people) selected **Option 4**, indicating they feel moderately confident in their ability to generate a list of actions.

21 (55.3%):

- The majority, **55.3%** (21 people), selected **Option 5**, meaning they feel quite confident about generating a list of potential actions to resolve ethical dilemmas.

3 (7.9%):

- **7.9%** (3 people) selected **Option 6**, showing a higher level of confidence than Option 5.

0 (0%):

- None of the respondents selected **Options 7, 8, or 9**, which might represent the highest levels of agreement or confidence.

Interpretation:

The majority of respondents (**55.3%** choosing Option 5 and **31.6%** choosing Option 4) feel confident in their ability to generate a list of potential actions to resolve an ethical issue, with **7.9%** feeling even more confident (Option 6). A very small number (**5.3%**) expressed a low level of confidence, and no one selected the highest or lowest extremes of the scale. This suggests that while most participants feel capable in this area, there is room to grow toward even stronger decision-making capabilities.

Based on the data you've provided regarding teachers' confidence in various aspects of Corey's Ethical Decision-Making Model, here are possible conclusions and recommendations:

Conclusions:

Identifying Ethical Dilemmas:

A significant portion of teachers (around 86%) expressed uncertainty or lack of confidence in clearly defining the nature of ethical problems. This foundational step is critical, as it sets the stage for the entire decision-making process.

Identifying Potential Issues:

In contrast, a strong majority (71.1%) feel confident in identifying potential issues while considering the rights and responsibilities of all parties involved. This suggests that while they may struggle with the initial identification of dilemmas, they possess the ability to analyze the implications once the dilemma is identified.

Comfort in Seeking Advice:

A majority (73.6%) reported feeling comfortable seeking advice from colleagues or supervisors, indicating a supportive environment where teachers feel they can consult others when faced with ethical challenges.

Generating Action Plans:

Most respondents (55.3%) expressed confidence in their ability to generate a list of potential actions to resolve ethical issues, suggesting they are prepared to consider various solutions once the ethical dilemma is understood.

Recommendations:

Targeted Training:

Implement workshops or training sessions focused on enhancing teachers' skills in clearly defining ethical dilemmas. This could include case studies, role-playing scenarios, and collaborative discussions to build confidence in this foundational area.

Peer Support Programs:

Establish structured peer support or mentoring programs that encourage teachers to discuss ethical dilemmas and seek advice. Facilitated discussions can help normalize these conversations and promote a culture of openness and support.

Resource Development:

Create resource materials that outline common ethical dilemmas in education, along with strategies for identifying and addressing them. These resources can serve as guides for teachers when faced with similar issues.

Continuous Evaluation:

Conduct periodic surveys to assess changes in teachers' confidence levels and understanding of ethical dilemmas over time. This will help evaluate the effectiveness of training programs and support structures.

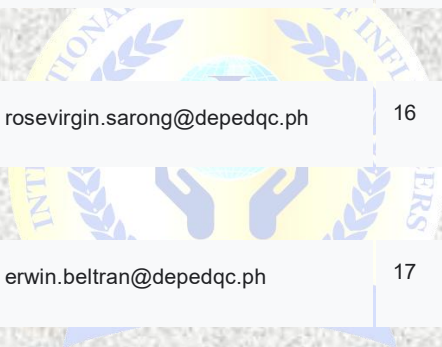
List of target participants below.

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leah.dauz@depedqc.ph	34	
claudette.costiniano@depedqc.ph	35	
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rufela.dagoy001@deped.gov.ph	37	
maryjane.costiniano@depedqc.ph	38	

38 responses

 [Link to Sheets](#)



Not accepting responses

Message for respondents

This form is no longer accepting responses

Summary

Question

Individual

 Insights

Average

0 / 0 points

Median

0 / 0 points

Range

0 - 0 points



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Instructions:

For each statement below, indicate how confident you feel about your ability to perform each step in Corey's Ethical Decision-Making Model. Use the following scale:

Strongly Disagree- 1

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Agree- 4

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 Copy

1. Identify the Problem or Dilemma

I can clearly define the nature of the ethical problem or dilemma in a given situation.

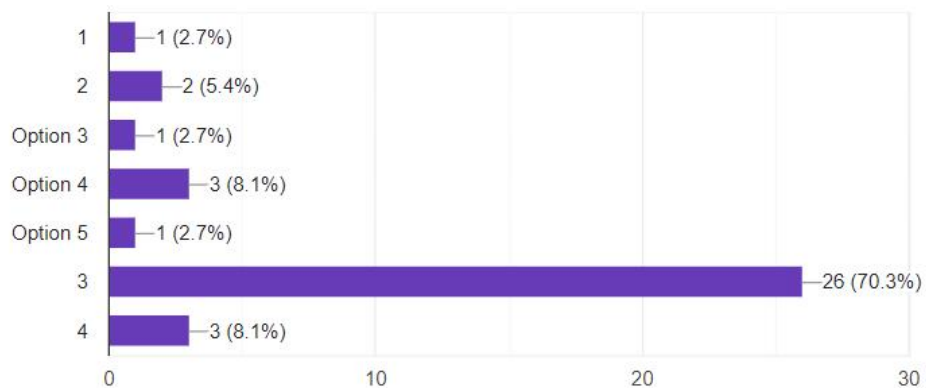


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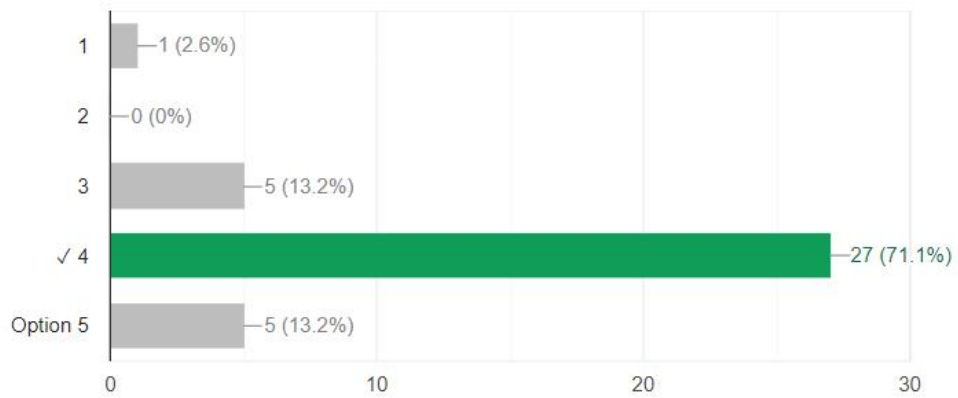
37 responses



2. Identify the Potential Issues Involved

I am able to consider the rights, responsibilities, and welfare of all parties involved.

27 / 38 correct responses

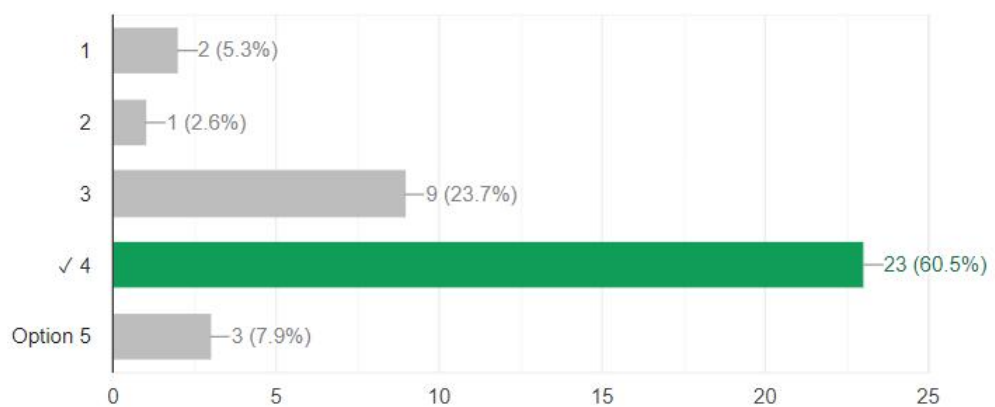


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3. Know the Applicable Laws and Regulations

I understand the legal aspects related to ethical dilemmas in counseling.

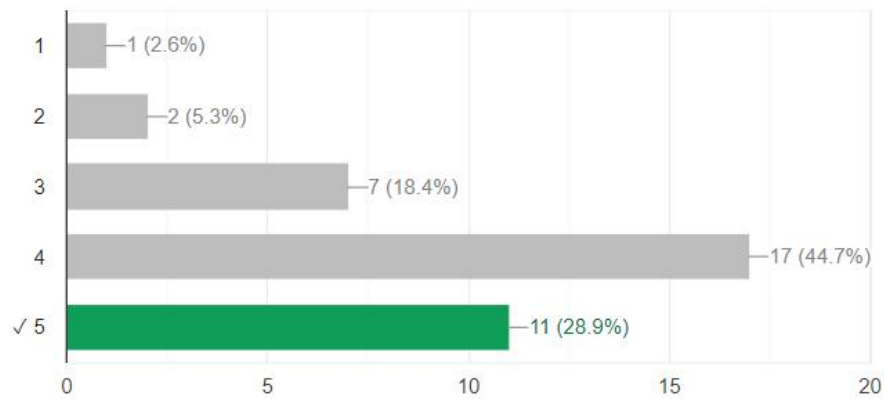
23 / 38 correct responses



4. Obtain Consultation

I feel comfortable seeking advice from colleagues, supervisors, or ethical committees when facing ethical dilemmas.

11 / 38 correct responses

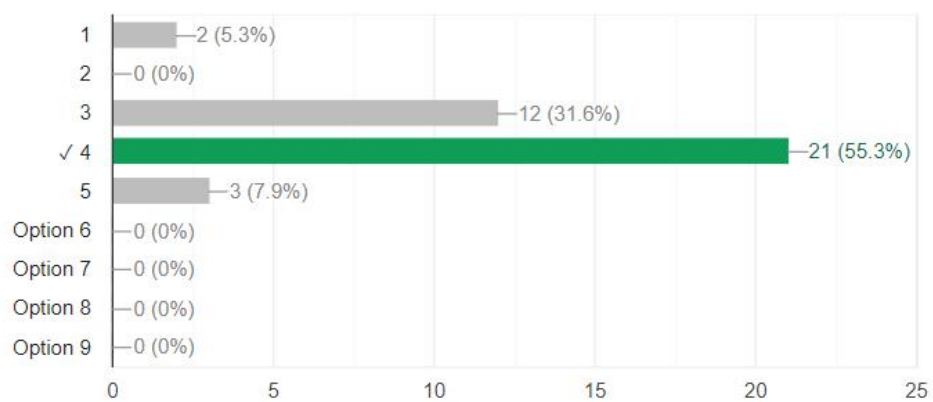


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5. Consider Possible and Probable Courses of Action

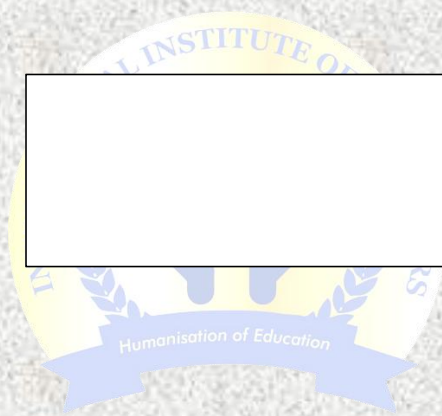
I can generate a list of potential actions to resolve an ethical issue.

21 / 38 correct responses





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