



**INTERNATIONAL
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: August 31, 2024

Name of the Candidate: GINA L. RODRIGUEZ

**Name of the Organisation: Cupang Senior High School, Muntinlupa City
Philippines**



GINA L. RODRIGUEZ

Guidance Designate/Facilitator

Teacher

Muntinlupa City Philippines

"Kindness is a language everyone understands; it transcends barriers. In a world that can feel divided, choose to be a bridge."

I am a Guidance Facilitator/Designate for sixteen years now. Ten years of being a guidance facilitator in a private school and six years (and counting) in the Department of Education, a government agency also known as public schools. I handled Grades 46, Junior High and at present I am handling Senior High School students. As a guidance facilitator I encountered different issues and concerns of the students. One of those concerns is about career guidance.

Concerns shared by the students

Senior high school (SHS) is a transition level from the junior high school (JHS), this is the last two years in high school before entering into college. This is the level wherein the students are being prepared for college especially about the course they would be taking up. However, in some cases, there are students who are still confused and undecided what course to take in college. Ideally, students in senior high must know they preferred course in college.

As a grade 12 guidance facilitator, the common concerns or questions of the students are the following: 1) How will I know if my course is right for me? 2) Still undecided about the course 3) How to choose the right school in college 4) Asking ideas about college life 5) financial concerns.

Of all the concerns, the financial is the most common issue facing by the students studying in a public school. That is why they are encouraged to take the technical vocational first if ever they are hesitant about their family's financial status so that they can apply for a job or put a small business/have an entrepreneurial skill to support their studies in college. While for the other concerns, there are different guidance services to help the students' needs. One of the services is the career guidance.

What is Career Guidance

Remember when you were in Kindergarten? When you are asked what do you want to be when you grow up? That is the start of a career guidance. Do you believe in that?

Career Guidance refers to services intended to assist people, of any age and at any point throughout their lives, to make educational, training, and occupational choices and to manage their careers. It helps people to reflect on their ambitions, interests, qualifications and abilities. <https://unevoc.unesco.org>. While Career Guidance Program is one of the Guidance Services in school. The program provides guidance and support to students in choosing their future career path. Every decision they make can have profound implications for their future academic and professional pathways.

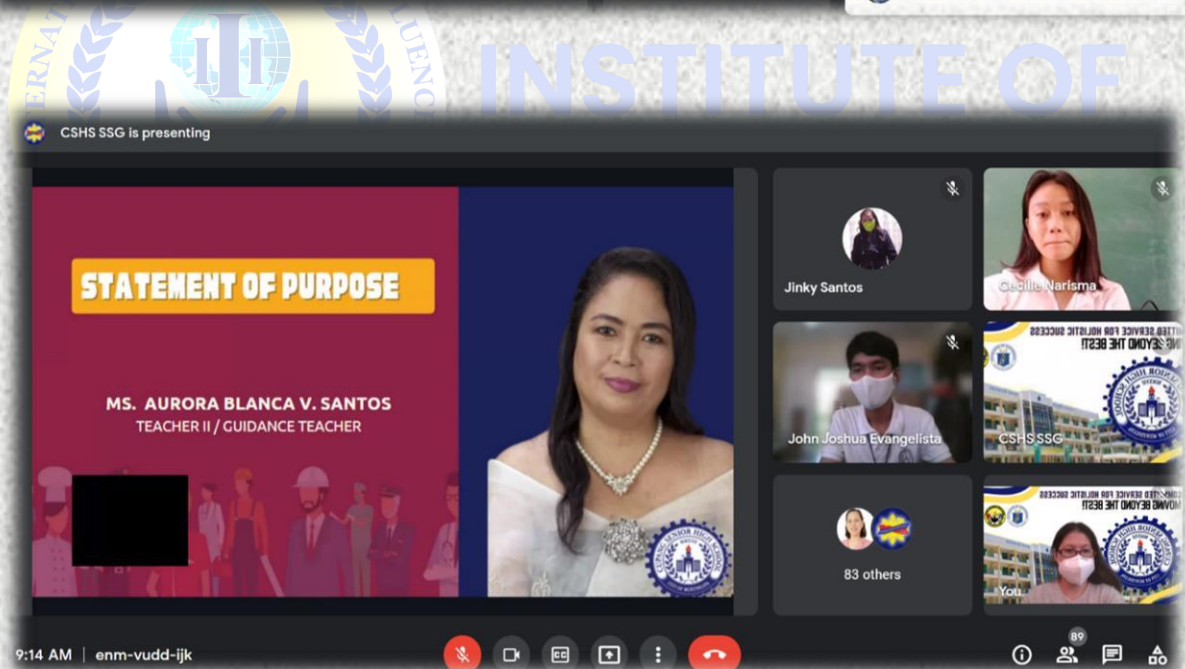
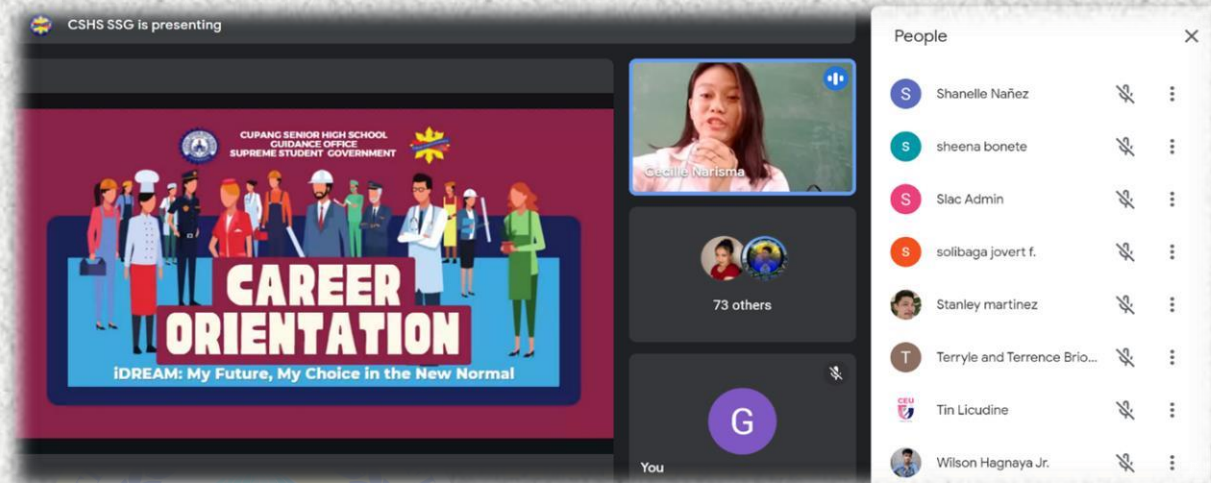
Career Guidance Program/Activity-Intervention Strategies,

To help the students decide, there are different program, activities and interventions conducted by the schools, such as:

1. Career Counselling/Facilitating (could be done by group or individual)

2. Work Immersion – the students will render certain hours to a company or institution to have an actual experience of a particular job.
3. Career Orientation/Talk – conducted by the different colleges and universities and the Local Government Units thru the Public Employment Service Office (PESO)

CAREER ORIENTATION/TALK – this activity is facilitated by the Guidance Office thru their guidance designate – Gina L. Rodriguez (me) and Aurora Blanca V. Santos who gave the Statement of Purpose as you can see in the picture. This could be done virtually or in face to face/actual.



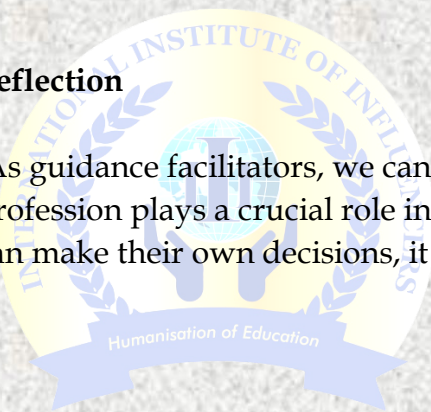
Ms. Aurora Blanca V. Santos giving the statement of purpose of the Career Orientation



Discussion/Lecture on choosing a school and course

Reflection

As guidance facilitators, we can make or break the future of our students. Our profession plays a crucial role in shaping their lives. While senior high school students can make their own decisions, it is still important for someone to listen and guide them.



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Name of the Candidate: AURORA BLANCA V. SANTOS

Name of the Organisation: Cupang Senior High School, Muntinlupa City



Aurora Blanca V. Santos

Former Guidance /Teacher

Muntinlupa City Philippines

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Supporting struggling learners entails offering essential guidance and encouragement, transforming challenges into valuable opportunities for growth.

As students enter Grade 11, they are at a crucial moment in their educational experience. Every decision they make can have profound implications for their future academic and professional pathways. The stress of maintaining academics, dealing with extracurricular activities, and planning can be daunting. This is where a high school counsellor is truly important.

My morning starts with a warm cup of coffee and a check at my hectic schedule, which includes one-on-one and group sessions. I understand that each connection presents an opportunity to offer support, encouragement, and useful insights that can help influence students' futures. As I prepare for the day ahead, I remind myself that my responsibility is not only to guide but also to instil confidence in every student. Every interaction can inspire motivation, bringing students closer to their goals and dreams.

Initial Encounter

Sarah, a bright and determined Grade 11 student, has consistently excelled in her schoolwork and actively participated in school activities. However, in recent months, her enthusiasm for learning has diminished, and her once-impressive grades have begun to decline. In addition to her academic performance, Sarah's emotional wellbeing has also suffered. The strain at home has become evident, as her parents constantly dispute financial issues. Caught in the middle of their tensions, Sarah struggles to reconcile her desire to help her family with the demands of academic performance. As the strain intensifies, she becomes increasingly distracted in class, anxiously seeking a path to overcome this difficult time in her life.

Sarah enters the office with her head down and fidgets with her hands during a scheduled one-on-one appointment with me. I met her kindly and invites her to share her experiences. As I sat across from Sarah, I could see the weight of her struggles on her face. She looked down at her hands, fidgeting nervously, and I knew she needed to be heard. "I don't know what's wrong with me," she said, her voice shaking. "I used to enjoy school, but now I can't concentrate. My grades are slipping, and I'm too stressed to focus. Plus, my parents are always arguing, and I feel like I must keep everything together."

Active Listening

I listened closely, understanding the pain in her voice. It was clear she felt overwhelmed, and I wanted her to know that it was okay to feel this way. I leaned forward a bit, assuring her that many students go through similar challenges. My priority was to create a safe space for her. I wanted her to feel comfortable sharing her worries without fear of being judged. After a moment, I gently asked, "Can you tell me more about what's been on your mind lately?" I saw a glimmer of relief. In that moment, I felt the trust building between us a connection that would help her open about her struggles.

Intervention Strategies, Establishing a Routine, Importance of Self-Care

To help Sarah navigate her challenges, I suggested a few strategies. First, I encouraged her to establish a routine that included designated study times and breaks. This structure could help her regain focus and manage her academic workload more effectively. We also discussed the importance of self-care finding time to engage in activities she enjoyed, such as drawing or spending time with friends. I emphasized that prioritizing her well-being would not only improve her mood but also enhance her academic performance.

Building a Support Network

Furthermore, I recommended that Sarah seek support from her school counsellor or a trusted teacher. Having someone to talk to about her experiences could provide her with additional coping strategies and emotional support. We talked about the possibility of joining a support group for students facing similar challenges, as sharing her feelings with peers could foster a sense of community and understanding.

Self-Advocacy

I also encouraged her to communicate openly with her parents about how their arguments affected her. While it may be difficult, expressing her feelings could lead to greater family awareness and possibly even a change in their approach to conflicts. I reassured her that advocating for herself was not only okay but also necessary for her emotional health.

Prompting Self-Assessment

As our session ended, I asked Sarah to reflect on the solutions we discussed and how she felt about implementing them. She nodded slowly, a newfound sense of determination beginning to shine through. "I think I can try some of these things," she said, a hint of hope in her voice. "I just want to feel like myself again."

Ongoing Assessment and Support

In the following weeks, I continued to check in with Sarah during our sessions. I was pleased to see her gradually regain her confidence. She had started to implement a study routine and even reached out to a teacher for extra help. Our discussions about her family dynamics helped her feel less isolated, and she learned to express her feelings more openly.



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Reflecting on this experience, I recognized the profound impact of active listening and the importance of creating a safe space for students to share their struggles. This reinforced the need to prioritize emotional well-being alongside academic performance. For students like Sarah, achieving balance amidst personal turmoil can be incredibly challenging. As educators and counsellors, we must offer support, resources, and encouragement to help them navigate these turbulent times effectively.



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Name of the Candidate: MARYBETH T. VALDIVIA

**Name of the Organisation: SOLDIERS' HILLS ELEMENTARY SCHOOL,
Muntinlupa City Philippines**



MARYBETH T. VALDIVIA

Guidance Teacher

Muntinlupa City Philippine

*'A generous person will prosper;
whoever refreshes others will be
refreshed.'*

Proverbs 11:25

'A generous person will prosper; whoever refreshes others will be refreshed.'

Proverbs 11:25

My journey as a guidance advocate began in June 2018 when my school head appointed me to take over the Guidance Office at Soldiers Hills Elementary School. It was a decision I have never regretted; in fact, it has expanded my role as a mentor and coach.

I have been teaching since 1984 in both private and public schools, handling diverse academic disciplines. I have taught English (language, reading, literature), History (Philippine, Asian, world), Economics, Values Education, Sociology, Psychology, and Human Personality, from elementary to tertiary levels. These experiences have driven me to understand the complexities of human personalities on a deeper level. I have come to realize that we, as human beings, are by-products of our past. Yet, we should never allow our past to define us. Life may have been tough, but we must move forward and let life fulfill its meaning.



Meeting and conferring with children-at-risk together with their parents/guardians have led me to conclude the value of early discipline, which must be instilled in their young minds. This is one issue I need to address: parents' and guardians' active participation in their children's welfare. Adults need to realize that education is a partnership between parents, the school, and other stakeholders. The sad reality is that children who are poor performers in school often have adults at home who are passive and inconsiderate towards their children's affairs. The Guidance Office needs to mediate.



Secondly, from 2018 to the present, perennial problems and issues in the delivery of Guidance Services have been very evident. For me, as the Guidance Teacher, workloads have become a major concern. I am a Grade Five classroom teacher handling six sections, with English as the subject to be taught. The Guidance Office offers several services on top of my duties as a subject teacher. Besides this, attending division meetings, submitting reports and deadlines to the division office, and handling complaints/cases involving learners, parents, and teachers have often drained me mentally and emotionally. Our Education Department needs to evaluate and assess guidance teachers' conditions in relation to their added ancillary tasks in school.

Challenged by the enormous tasks as the Guidance Teacher in a public school, I enrolled for the second time in the International Institute of Influencers, with Guidance and Counselling as its major focus. Under the brilliant leadership of Dr. Shama Hussain, III, Founder and CEO, wisdom and insights were shared with us, and gratitude overflows for what transpired during the three-month online sessions with her.

I am now more confident, having been equipped with the skills and knowledge to face new challenges in my office. Yet, learning doesn't end – it's a growing process. For he who stops learning stops growing, and he who stops growing stops existing.