



**MEMORANDUM CIRCULAR NO. 05
SERIES OF 2007**

**SUBJECT: GUIDELINES IN THE IMPLEMENTATION OF THE
CAREER PATHING PROGRAM**

I. RATIONALE

The Department of Social Welfare and Development (DSWD) is constantly involved in a process of effecting positive social change through the formulation and implementation of responsive social welfare and development policies, programs and services. The Department achieves these undertakings through a complement of workers who are competent in their respective fields and immersed in the sound principles of social welfare and development as applied to the Philippine context. The degree to which DSWD succeeds as a center of excellence is contingent on its staff members' continuous enhancement of competencies. Towards this end, the Department has initiated the establishment of the Career Development and Management System (CDMS). The CDMS is a part of the Department's thrust to enhance its organizational capability to efficiently and effectively deliver its mandated functions.

An integral component of the CDMS is the Career Pathing Program (CPP). It is designed to provide DSWD staff a process through which they can chart their professional development goals within the context of the Department's resources and needs. The CPP is a dynamic process and requires the blending of employees' career goals and the Department's organizational needs.

II. LEGAL BASIS

The Civil Service Commission mandates the establishment of a program on career development and management in every department or agency as specified in the Implementing Rule VIII, under Book V E.O. 292 of the Civil Service Law.

DSWD Memorandum Circular No. 23, s. 2003 on adopting the DSWD Organizational Competencies provides that under Organizational Development the Department shall employ competent staff to carry out its mandate and shall excel in the stewardship of its human resources.

III. DEFINITION OF TERMS

As used in this Circular, the term –

- a. *Career* is the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life.
- b. *Career Coaching* is a helping approach that entails a one-on-one close interaction between an employee and a supervisor. It deals essentially in relating career goals with organizational goals, developing job skills and level of competence of the employee, and eliminating barriers either personal or work-related that affects employee's performance and relationship with others.
- c. *Career Development and Management System (CDMS)* is an organized, formalized and planned process of striking the healthy balance between organizational workforce requirements and individual career needs.
- d. *Career Development Plan (CDP)* maps out the necessary activities, within the projected timeframe and resources needed, to develop and enhance the competencies needed by an individual in pursuit of the envisioned career path.
- e. *Career Goal* is the ultimate aim of an individual in terms of professional development.
- f. *Career Path* is a defined track of development activities that an individual follows in pursuit of professional goals.
- g. *Career Pathing Program (CPP)* refers to the component or program under the CDMS, which enables DSWD employees to chart their professional goals in the context of DSWD's resources and needs. The program complements other human resource initiatives intended to enhance the competencies of the employees.
- h. *Competencies* refer to the personal and professional capabilities that enable individuals to perform successfully in their jobs by achieving outcomes or completing tasks effectively. A competency includes an individual's knowledge, skills, attitudes, values, or other personal characteristics.

IV. OBJECTIVE

This Circular provides the general guidelines and procedures in the implementation of the CPP. Specifically, it:

1. Enumerates the general principles and policy guidelines to be observed in the implementation of the CPP;
2. Delineates the responsibilities and roles of the helpee, career coach, CPP focal person, and the Human Resource Management and Development Service – Career Planning and Development Division (HRMDS-CPDD);
3. Lays out the stages and administrative procedures in the implementation of the CPP; and
4. Establishes the administrative and technical support to be provided by the HRMDS-CPDD as well as the monitoring and evaluation system for the proper implementation of the CPP.

V. COVERAGE

This Circular shall cover employees in first and second level positions who volunteer to join the CPP at the Central Office, Field Offices, and Attached Agencies. It shall similarly involve all levels of management to support the implementation of the CPP.

VI. PRINCIPLES OF THE CAREER PATHING PROGRAM¹

The following are the general principles upon which the CPP is premised:

1. The Department needs to employ competent individuals to help fulfill its mandate, mission, vision and goals.
2. The Department's organizational needs are determined, at least in part, by the government's priorities.
3. The Department recognizes the need of individual employees to grow in their respective professions.
4. The Department supports its employees' career development within the context of its mandate, mission, vision and organizational competencies, by providing the structure and processes necessary to facilitate their professional growth.

¹ "Career Development and Management System, Career Pathing Program: A Manual for Coaches, Mentors, and Counselors", DSWD, August 2004, pp. 2-11 prepared by Dr. Jose Andres Sotto.

5. Blending individual employees' career goals and the Department's organizational needs is a dynamic process that requires, among others, consultation, coaching, further training, monitoring, feedback, and follow-up.

VII. GENERAL POLICY GUIDELINES OF THE CAREER PATHING PROGRAM

The following general policy guidelines shall be observed in the implementation of the CPP:

1. The Department shall put together a clear structure for its CPP, and proactively promote the same as an integral part of the CDMS. The Department shall treat CPP as a continuing priority and shall provide reasonable time, available space, adequate funding, and other relevant resources.
2. All levels of management shall, within reason, accommodate the participants' need to attend to their CPP-related responsibilities.
3. The Department shall identify and train senior or experienced staff to serve as career coaches. Appropriate orientation and training shall also be provided to the helpees taking part in the program.
4. The Department shall ensure that the CPP is offered to all employees.
5. The Department shall make provisions for monitoring and evaluation of the CPP.
6. The Department shall ensure that all documents and records pertaining to helpee shall be treated with utmost confidentiality.

III. DELINEATION OF ROLES²

All levels of management shall be mindful of the fact that all personnel who participate in the CPP are being assigned additional responsibilities.

1. Helpee

Helpee refers to a DSWD employee – professional or support staff -- who volunteer to chart one's career path through the CPP. The helpee must demonstrate a full understanding of the Department's mission, vision, mandate, values, and organizational competencies as well as a full comprehension of the philosophy and the processes that underpin the CPP. The helpee have to identify first one's own need to take part in this program, talking into consideration other demands on their time and resources.

² DSWD Special Order No. 460, series of 2004 on the Implementation of the Career Pathing Program, including the Designation of Career Coaches/Mentors/Counselors, signed by Undersecretary Luwalhati F. Pablo.

Cognizant of the need to develop further as a professional or support staff in the DSWD, the helpee actively participates in the CPP processes and activities cognizant of the need to strike a balance between one's professional development needs and those of the Department. More specifically, the helpee:

- 1.1 Carries out a thorough analysis of one's strengths and weaknesses as an individual;
- 1.2 Formulates one's professional goals, based on the strength-and weakness analysis;
- 1.3 Identifies a career path that is consistent with one's professional goals;
- 1.4 Designs one's career professional development plan, based on the identified career path;
- 1.5 Identifies and taps internal and external resources that could reasonably support one's professional development;
- 1.6 Avails oneself of the career coaching process, as needed, at every stage of the CPP and throughout the lifespan of the helping relationship;
- 1.7 Collaborates with the career coach in designing a mutually acceptable consultation process, including timeframes;
- 1.8 Identifies issues that could serve as barriers to their professional development plan, and works with their designated career coaches on addressing such issues;
- 1.9 Assists in evaluating the CPP and the CDMS and works closely with their designated career coaches in identifying issues that arise from its implementation, which might have ramifications on DSWD policy development; and
- 1.10 Attends training programs specifically designed to enhance the success of the CPP and the CDMS.

2. Career Coach

Career Coach refers to a DSWD official or personnel trained in career coaching, counseling, and mentoring and capable of conducting career coaching sessions. A career coach must possess and demonstrate a full understanding of the Department's vision, mission, mandate, values, organizational competencies; demonstrate a working knowledge of the Department's organizational structure, policies, procedures, and programs, particularly as they relate to training and continuing education; demonstrate a full comprehension of the philosophy and the processes that underpin the CPP. The coach is chosen for interpersonal and cross-cultural sensitivity,

communication and motivational skills, and commitment to the Department's development needs.

Representing the DSWD management, the career coach is at the front line of helping staff enhance their competencies for their target career path. More specifically, the career coach:

- 2.1 Helps identify the helpees' professional development needs;
- 2.2 Designs a mutually acceptable consultation process, including timeframes;
- 2.3 Coaches the helpees, as needed, at every stage of the CPP;
- 2.4 Submits a transfer summary and case closure report to the CPP focal person at the end of the helping relationship;
- 2.5 Assists the CPP focal person in monitoring the implementation of the CPP, itself, as well as the progress of each assigned helpee;
- 2.6 Assists in identifying the training needs of helpees;
- 2.7 Assists in evaluating the CPP and the CDMS and works closely with the assigned helpees in identifying issues that arise from the implementation of the CPP, which might have ramifications on DSWD policy development; and
- 2.8 Attends training programs specifically designed to enhance the success of the CPP and the CDMS.

3. CPP Focal Person

The CPP focal person works very closely with the HRMDS-CPDD in ensuring that the CPP is implemented smoothly. At the Field Office and Attached Agency, the focal person shall be either from the Personnel Unit of the Management Division or the Institutional Development Unit of the Technical Assistance Division. At the Central Office, the focal person shall be designated per Bureau/Service with a Unit Head position, at the least. The focal person demonstrates a full understanding of the Department's mission, vision, mandate, values, and organizational competencies; demonstrates a working knowledge of the Department's organizational structure, policies, procedures, and programs, particularly as they related to performance management system, merit selection and promotions, in-service training, local and foreign scholarships, regular supervision mechanisms, and other staff development programs, all of which aim to enhance the competencies of staff; and demonstrates a full understanding of the philosophy and the processes that underpin the CPP.

The focal person provides technical assistance to the career coaches and the helpees on matters relating to the planning, implementation, monitoring and evaluation of the CPP. More specifically, the focal person:

- 3.1 Matches helpees with career coaches, guided by the principles of inter alia, compatibility, practicality, and integrity;
 - 3.2 Provides technical assistance to the career coaches and the helpees on the proper conduct of CPP-related activities;
 - 3.3 Works closely with the Training Unit in identifying the training needs of the career coaches and helpees; synthesizes these ; and submits the synthesis to the Training Unit and Office Director.
 - 3.4 Submits a transfer summary and case closure report to the HRMDS-CPDD at the end of each helping relationship;
 - 3.5 Maintains a functional record-keeping system, including, but not limited to, copies of updated competency-based job descriptions, personnel data and other information relevant to the CPP;
 - 3.6 Assists in monitoring and evaluating the CPP and the CDMS;
 - 3.7 Identifies issues and concerns pertinent to the CPP and CDMS and makes the necessary recommendations to the MANCOM and EXECOM for appropriate intervention;
 - 3.8 Attends trainings programs specifically designed to enhance the success of the CPP and/or CDMS; and
 - 3.9 Serves as one of the resource persons to the Department on the CPP and CDMS.
4. Human Resource Management and Development Service - Career Planning and Development Division (HRMDS-CPDD)

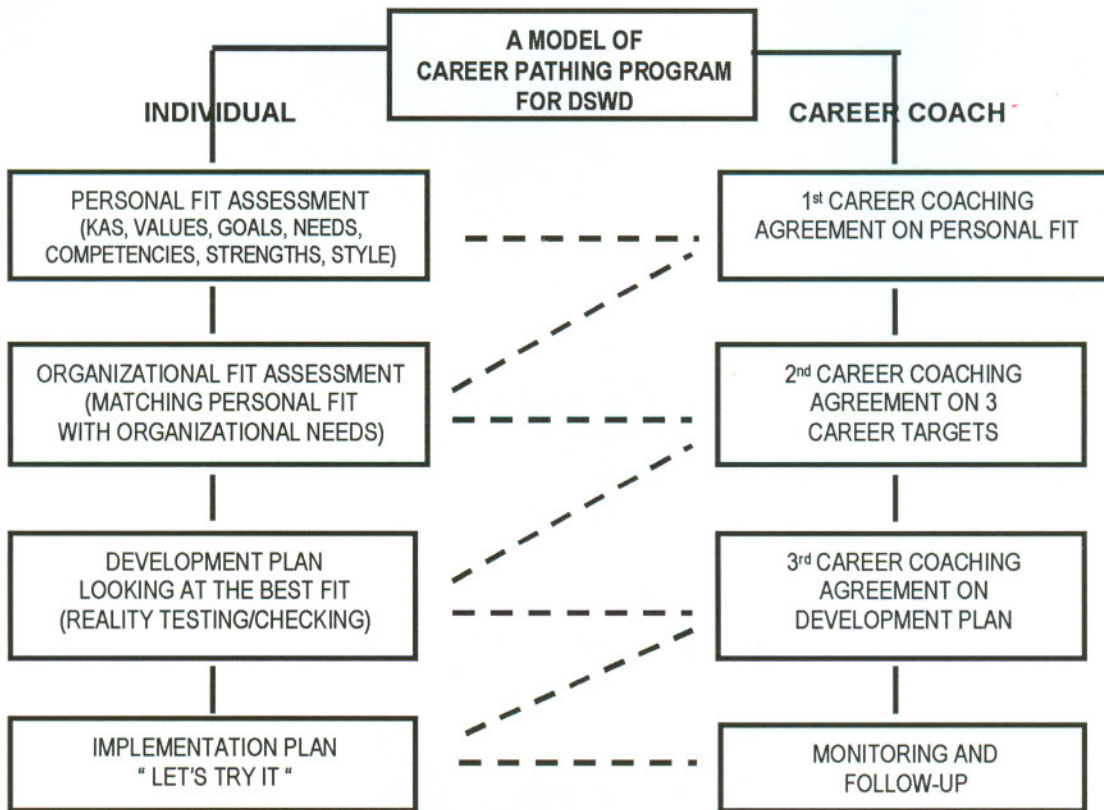
The HRMDS-CPDD at the DSWD Central Office is primary responsible in the development and implementation of the career planning and development program of the Department. Furthermore, the HRMDS-CPDD is the focal unit in monitoring and evaluating the implementation of the CPP in all Bureaus and Services at the Central Office. The HRMDS-CPDD shall have a set of trained career coaches to be tapped by other units in the Central Office, as needed. More specifically, the HRMDS-CPDD:

- 4.1 Oversees all matters relating to the planning, implementation, monitoring and evaluation of the CPP at the Central Office, Field Offices, and Attached Agencies;
- 4.2 Settles disputes with regard to the interpretation, implementation, monitoring and evaluation of the CPP; and

- 4.3 Provides technical assistance to the helpees, coaches, and CPP focal persons at the Central Office, Field Offices, and Attached Agencies.
- 4.4 Serves as one of the resource persons to the Department on the CPP and CDMS.

IX. STAGES OF THE CAREER PATHING PROGRAM

Career Pathing involves the conduct of career coaching sessions between the helpee and the career coach that works in progression as presented:³



1. The helpee shall assess one's own personal fit as an employee of the Department. The helpee shall assess one's knowledge, abilities, attitudes and values, skills, and interests. These "data" combine to form the individual profile.

Each helpee may be guided by one's knowledge or understanding of the Department's organizational competencies.

³ Based on the manual prepared by Dr. Jose Andres Sotto, CDMS consultant, entitled Career Development and Management System, Career Pathing Program: A Manual for Coaches, Mentors, and Career coaches, DSWD, August 2004, p. 14.

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2. The Department, as represented by the career coach, and the helpee shall agree on the latter's personal profile.

The career coach shall provide the helpee information on potential career paths within the Department.

3. The helpee shall match one's personal profile with the possibilities of career movement in DSWD. The helpee shall choose three potential career targets on which to base one's CDP.
4. The helpee and career coach shall agree on the appropriateness and practicality of the former's career targets. The helpee and the career coach shall then agree on one career path on which the helpee would focus.
5. The helpee shall design a CDP in pursuit of one's career path. The CDP shall lay out the helpee's proposed plans and activities, the projected time frame to complete each activity, as well as the resources that would be required for such activities.
6. The helpee and career coach shall agree on the former's CDP.

The career coach guides the helpee on the practicality of the proposed activities and timeline. If necessary, the career coach shall provide the helpee with information about the resources inside and outside of the Department that could be accessed in pursuit of the career path.

7. The helpee shall implement one's CDP based on an agreed concrete plan for monitoring and evaluating the extent to which the CDP objectives are being met.
8. The career coach shall continue to provide a supportive atmosphere to the helpee, helping the former to be on top of one's CDP through regular monitoring and appraisal.

X. ADMINISTRATIVE PROCEDURES IN THE IMPLEMENTATION OF THE CAREER PATHING PROGRAM

1. Any employee may signify interest to participate in the CPP by informing the CPP focal person or the trained career coach in their unit of the willingness to be coached.
2. The CPP focal person shall ensure that the designation of helpees among the trained career coaches is mutually acceptable by both parties.

In Field Offices where there are limited numbers of career coaches, the focal person trained on the CPP shall initially serve as such until additional career coaches shall be identified and trained for the purpose.

A Special Order (S.O.) shall be issued for the designation of career coaches to helpees.

3. The career coach shall orient the helpee on the CPP, the processes involved in the career coaching sessions, and the role of the latter. Both shall set expectations, commit on a helping relationship, and schedule a common time for the career coaching sessions.
4. The helpee shall accomplish the necessary forms in consultation with the career coach and duly signed by the Director:
 - a. Personal Fit Assessment (CPP Form 1)
The form is used to capture information on the helpee's career development such as basic identifying information, educational background, work experience, and trainings/seminars/conferences attended. It is also for identifying the strengths and weaknesses of the helpee and coming up with an inventory of individual competencies.
 - b. Organizational Fit Assessment (CPP Form 2)
The form is used for determining the short- and long-term goals and the envisioned career directions with corresponding qualification and competency requirements and possible facilitating and hindering factors in the achievement of career directions.
 - c. Career Development Plan (CPP Form 3)
The form is used for identifying specific career developmental activities to meet the qualification and competency for the prioritized career direction with the corresponding resources needed and timeframe.
 - d. Career Assessment Form (CPP Form 4)
The form is used for monitoring and evaluating the progress of the helpee and shall reflect the actual accomplishments/baseline data prior the assessment period, benchmarks/targets for the given assessment period, and remarks.
5. A CPP folder with the CPP forms shall be maintained by the helpee. Each file shall be validated by the assigned career coach and concurred by the Director before furnishing the CPP focal person a copy for review and utilization. The files shall be classified as confidential.
6. The career development plan and the career assessment form shall be accomplished every semester for monitoring purposes.
7. During each career coaching session, the coach shall accomplish a career coaching monitoring form (CPP Form 5) to be submitted to the CPP focal person at the end of the semester.

8. In cases where a career coach cannot continue with the helping relationship e.g., due to resignation, retirement, detail or secondment, a transfer summary shall be submitted to the CPP focal person. The transfer summary shall state the status of helpee and the reason for the transfer of coaching responsibility.

The CPP focal person shall ensure a smooth transfer of helpees to another career coach for the continuation of career coaching sessions. A Special Order shall be issued for this purpose.

9. In cases where the helpee decides to terminate the helping relationship, the career coach assigned shall submit a case closure report to the CPP focal person. The case closure report shall state the status of the helpee, reason for the termination of the helping relationship, and interventions done by the career coach.

XI. ADMINISTRATIVE AND TECHNICAL SUPPORT

1. All Field Offices and all Bureaus and Services at the Central Office shall provide opportunities, reasonable time, available space and relevant resources in support of CPP processes and activities.
2. The HRMDS-CPDD shall provide the career coaches with the CPP Manual and other materials as guide and references in the conduct of career coaching sessions.
3. A periodic or regular meeting of career coaches with the CPP focal person shall be conducted in order to assess and check the status of CPP implementation as basis for its improvement/enhancement.
4. Concerns and issues related to the implementation of this Circular, as well as requests for technical assistance emphasizing the specific areas for troubleshooting, shall be addressed to the HRMDS-CPDD with a written communication for appropriate action.
5. The HRMDS-CPDD shall conduct training needs analysis and provide capability-building activities, as may be required, for helpees, career coaches, and CPP focal persons in coordination with the Social Welfare Institutional Development Bureau (SWIDB).

XII. MONITORING AND EVALUATION SYSTEM

1. Monitoring of the CPP shall be done on a semestral basis. At the Field Offices and Attached Agencies, it shall be undertaken by the helpees, career coaches, CPP focal person, and the Director. At the Central Office, it shall be undertaken by the helpees, career coaches, HRMDS-CPDD, and the Bureau/Service Directors.



2. Evaluation of the CPP shall be done on an annual basis undertaken by the CPP focal persons at the Field Offices, Attached Agencies, and the HRMDS-CPDD.
3. The HRMDS-CPDD shall also conduct an independent monitoring and evaluation of the Services/Bureaus of the Central Office, Field Offices, and Attached Agencies to gauge the overall progress of the CPP.
4. One, or a combination, of the following methodologies may be used in the conduct of monitoring and evaluation:
 - Review of helpee's folders, CPP reports, and other pertinent documents
 - Ocular visit of CPP-related facilities
 - Focus group discussion
 - Key informant interview e.g., Director, Division Chiefs, helpees, career coaches, CPP focal persons and other relevant personnel
 - Conduct of surveys
5. The CPP focal person in the Field Offices and Attached Agencies shall submit a CPP Status Report at the end of June and end of November to the HRMDS-CPDD duly signed by the Director. At the Central Office, the HRMDS-CPDD shall submit a CPP Status Report at the end of June and end of November duly signed by the HRMDS Director.

The CPP Status Report submitted per semester shall reflect the conduct of CPP-related activities, summary of helpee's progress, issues and corresponding recommendations.

6. As the overseer of the CPP, the HRMDS-CPDD shall submit a CPP Annual Report consolidating the semestral reports from the Central Office, Field Offices, and Attached Agencies at the end of December to the Secretary and the Directors.

XIII. EFFECTIVITY

This Circular takes effect fifteen (15) days after the date of signing and supersedes amends or modifies previous issuances inconsistent herewith.

Copies of this Circular shall be disseminated to all the Bureaus, Services, and Offices at the Central Office, Field Offices and Attached Agencies.

Issued in Quezon City, this 30th day of March 2007.


DR. ESPERANZA I. CABRAL

Secretary 

V. INVENTORY OF COMPETENCIES (Please check the competencies you think you possess.)

1. Functional/Technical Capabilities

- | | | |
|---|--|---|
| <input type="checkbox"/> Analytical Thinking | <input type="checkbox"/> Financial Planning | <input type="checkbox"/> Plumbing Skills |
| <input type="checkbox"/> Auto-mechanical Skills | <input type="checkbox"/> Financial Resource Management | <input type="checkbox"/> Policy Development |
| <input type="checkbox"/> Benefits Administration | <input type="checkbox"/> First Aid Administration | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Budget Preparation | <input type="checkbox"/> Group Work Practice | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Budget Management | <input type="checkbox"/> Home Life Administration | <input type="checkbox"/> Process Improvement |
| <input type="checkbox"/> Budget Monitoring | <input type="checkbox"/> Home Life Management | <input type="checkbox"/> Procurement |
| <input type="checkbox"/> Carpentry Skills | <input type="checkbox"/> Human Resource Management | <input type="checkbox"/> Project Management |
| <input type="checkbox"/> Career Planning | <input type="checkbox"/> Information System | <input type="checkbox"/> Program Design |
| <input type="checkbox"/> Career Development | <input type="checkbox"/> Interviewing Skills | <input type="checkbox"/> Program Planning |
| <input type="checkbox"/> Case Work Practice | <input type="checkbox"/> Inventory Management | <input type="checkbox"/> Property Management |
| <input type="checkbox"/> Change Management | <input type="checkbox"/> Job Evaluation | <input type="checkbox"/> Proposal Preparation |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Labor Relations | <input type="checkbox"/> Psychological Testing |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Legal Research | <input type="checkbox"/> Records Management |
| <input type="checkbox"/> Computer Hardware | <input type="checkbox"/> Legal Writing | <input type="checkbox"/> Resource Mobilization |
| <input type="checkbox"/> Computer Programming | <input type="checkbox"/> Library Management | <input type="checkbox"/> Social Research |
| <input type="checkbox"/> Computer Networking | <input type="checkbox"/> Literacy Skills | <input type="checkbox"/> Staff Development |
| <input type="checkbox"/> Computer Troubleshooting | <input type="checkbox"/> Masonry Skills | <input type="checkbox"/> Strategic Thinking |
| <input type="checkbox"/> Conceptual Thinking | <input type="checkbox"/> Mechanical Skills | <input type="checkbox"/> Stenographic Skills |
| <input type="checkbox"/> Counseling Skills | <input type="checkbox"/> Monitoring and Evaluation | <input type="checkbox"/> Supply Management |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> MS Word Application | <input type="checkbox"/> Technical Writing Skills |
| <input type="checkbox"/> Data Analysis | <input type="checkbox"/> MS Excel Application | <input type="checkbox"/> Training Administration |
| <input type="checkbox"/> Database Administration | <input type="checkbox"/> MS Powerpoint Application | <input type="checkbox"/> Training Management |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> MS Access Application | <input type="checkbox"/> Training Skills |
| <input type="checkbox"/> Disaster Management | <input type="checkbox"/> Needs Assessment | <input type="checkbox"/> Warehouse Management |
| <input type="checkbox"/> Driving Skills | <input type="checkbox"/> Networking/Alliance Building | |
| <input type="checkbox"/> Electrical Skills | <input type="checkbox"/> Numeric Skills | |
| <input type="checkbox"/> Encoding Skills | <input type="checkbox"/> Organizational Development | |
| <input type="checkbox"/> Facilitation Skills | <input type="checkbox"/> Payroll Administration | |
| <input type="checkbox"/> Financial Control | <input type="checkbox"/> Performance Management | |

Please list other functional/technical capabilities that you possess:

2. Personal Effectiveness

- | | | |
|---|---|--|
| <input type="checkbox"/> Accountability | <input type="checkbox"/> Ethics/Values | <input type="checkbox"/> Organizational Commitment |
| <input type="checkbox"/> Action Management | <input type="checkbox"/> Flexibility/Adaptability | <input type="checkbox"/> Organizing |
| <input type="checkbox"/> Assertiveness | <input type="checkbox"/> Health Awareness | <input type="checkbox"/> Personal Awareness |
| <input type="checkbox"/> Business Etiquette | <input type="checkbox"/> Information Seeking | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Commitment to Learning | <input type="checkbox"/> Initiating Action/Initiative | <input type="checkbox"/> Proactivity |
| <input type="checkbox"/> Concern for Political Impact | <input type="checkbox"/> Innovation/Creativity | <input type="checkbox"/> Quality Orientation |
| <input type="checkbox"/> Continuous Improvement | <input type="checkbox"/> Integrity | <input type="checkbox"/> Results Focus |
| <input type="checkbox"/> Emotional Stability | <input type="checkbox"/> Motivation | <input type="checkbox"/> Safety Awareness |
| <input type="checkbox"/> Environmental Awareness | <input type="checkbox"/> Organizational Awareness | <input type="checkbox"/> Self-Confidence |

ORGANIZATIONAL FIT ASSESSMENT

Name: _____

Position/Office: _____

I. CAREER GOALS

1. Short-Term (within two years): _____

2. Long-Term (after two years): _____

II. CAREER DIRECTION

Write at least three career directions that you envision. It can be a new career (vertical and lateral movement) or advancement in current career. For each target career, write the qualification requirements, competency requirements, resources needed to facilitate the achievement of the envisioned career path, and potential barriers that may hinder the attainment of career direction.

Career Direction	Qualification Requirements	Competency Requirements	Resources Needed	Potential Barriers
	Education: Experience: Training: Eligibility:			
	Education: Experience: Training: Eligibility:			
	Education: Experience: Training: Eligibility:			

III. TO BE ACCOMPLISHED WITH THE CAREER COACH

From among the three career directions, what is the feasible career advancement as of this time? _____

Accomplished by:

In consultation with:

Noted by:

Name & Signature of Helpee/ Date

Name & Signature of Coach/ Date

Name & Signature of Director/ Date

CAREER DEVELOPMENT PLAN
For the period: ___ Semester CY _____

Helpee: _____
 Position: _____

Office: _____
 Career Direction: _____

List the career developmental activities that you need to undertake to acquire the required qualification and competency requirement for your career direction with the corresponding resources needed and timeframe.

Job Requirements	Career Developmental Activities	Resources Needed	Timeframe
I. QUALIFICATION REQUIREMENTS			
1. Education			
2. Experience			
3. Training			
4. Eligibility			
II. COMPETENCY REQUIREMENTS			

Accomplished by:

 Name & Signature of Helpee/ Date

In consultation with:

 Name & Signature of Coach/ Date

Noted by:

 Name & Signature of Director/ Date

CAREER ASSESSMENT FORM
For the period: ___ Semester CY _____

Helpee: _____
 Position: _____

Office: _____
 Career Direction: _____

List the actual accomplishments/baseline data before the assessment period and the benchmarks/targets for the given assessment period in terms of quantity, quality, and timeframe. For the remarks column, indicate if the activity was accomplished or the status of the activity.

Job Requirements	Actual/Baseline Data	Benchmarks/Targets			Remarks
		Quantity	Quality	Timeframe	
I. QUALIFICATION REQUIREMENTS					
1. Education					
2. Experience					
3. Training					
4. Eligibility					
II. COMPETENCY REQUIREMENTS					

Accomplished by:

 Name & Signature of Helpee/ Date

In consultation with:

 Name & Signature of Coach/ Date

Noted by:

 Name & Signature of Director/ Date

CAREER COACH'S RECORDINGS

Helpee: _____
 Position: _____

Office: _____
 Career Direction: _____

I. CAREER COACHING SESSIONS

Date	Discussion	Plan of Action

II. HELPEE'S PROGRESS

What are the significant developments made by the helpee in terms of career advancement (promotion, trainings attended, scholarships received, competencies developed, etc.)?

Submitted by:

Noted by:

Reviewed by:

 Name and Signature of Coach/Date

 Name and Signature of Director/Date

 Name and Signature of Focal/Date