



Management of experience activities and career guidance according to competence-based approach for high school pupils in Ho Chi Minh City

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Abstract

In the context of fundamental and comprehensive innovation of general education according to the 2018 General Education Program, experiential activities and career guidance are identified as one of the important components to develop students' capacity comprehensively. This article focuses on examining the current situation and proposing solutions for managing experiential activities and career guidance based on a competency-based approach in high schools in Ho Chi Minh City. A mixed research method was used, combining a quantitative survey of 121 subjects, including teachers, managers and parents, with semi-structured interviews with 10 individuals representing schools, businesses and education management agencies. The research results show that, although the majority of the surveyed subjects acknowledge the important role of career guidance activities, the organization is still formal, lacking clear capacity orientation and lacking effective coordination among stakeholders. The main barriers identified include: inadequate awareness, lack of specialized human resources, activity content not linked to practice, lack of assessment tools and unsustainable inter-sectoral linkage mechanisms. On that basis, the article proposes 05 groups of solutions, including: raising awareness, establishing a specialized department, innovating activity content, building a career guidance capacity framework, and promoting a multi-sectoral linkage model. The article not only has practical significance in educational innovation in Ho Chi Minh City but also contributes theoretically to competency-oriented educational management in the context of digital transformation and integration.

Keywords: Experience, Career guidance, Competency approach, High school, Educational management

Introduction

In the current trend of globalization and digital transformation, general education is no longer a space for simply imparting knowledge, but has become an environment for comprehensive human development with a focus on personal capacity and adaptability in a lifelong learning society. This is especially important in the context of Vietnam implementing the 2018 General Education Program with a learner-centered orientation, emphasizing integration, practicality and developing students' qualities and capacities.

One of the highlights of the 2018 General Education Program is to make experiential and career guidance activities a mandatory and continuous component from grades 1 to 12. This activity not only contributes to orienting life values, developing social skills, but also equips students with the ability to self-awareness, explore the world of careers and choose a learning path suitable to their abilities, interests and conditions.

At the high school level, career guidance activities are of particular importance. This is the stage when students must make important decisions about choosing their major and future career, decisions that can affect their entire life journey. According to the Survey Report of the Ministry of Education

and Training, many 12th-grade students are still confused when choosing their major and career. Many studies have shown that students said that career guidance activities at school are still formal, lacking depth, and not close to personal needs and labor market trends. This poses an urgent need to innovate the approach to managing career guidance activities, from the traditional administrative model to a capacity development model, in which students are placed at the center of the process of experiencing, exploring and orienting their careers. In that context, Ho Chi Minh City, the largest economic, cultural and educational center in the country, has favorable conditions to implement pioneering models of educational innovation, including experiential and career guidance activities. With more than 160 public and private high schools, and a large and diverse teaching force, Ho Chi Minh City is gradually implementing career guidance programs in an open, flexible and practical manner. However, reality also shows that the organization and management of experiential and career guidance activities based on competency-based approaches in high schools in the city are still facing many barriers: from the lack of consensus in the understanding of "career guidance capacity", limitations in the capacity of managers and teachers, to ineffective coordination between schools, families and social

organizations. The question is how to effectively manage experiential and career guidance activities based on competency-based approaches? What factors are affecting the quality of this activity in high schools in Ho Chi Minh City? Can a management model be built that is suitable for the local context and the requirements of the 2018 General Education Program?

Based on the above practice, this article is developed with the aim of assessing the current situation, analyzing the influencing factors and proposing solutions to improve the effectiveness of managing experiential and career guidance activities according to the competency approach in high schools in Ho Chi Minh City. Based on a survey of 121 subjects, including managers, teachers and students participating in this activity, the article not only clarifies the level of meeting the requirements of the new program, but also identifies existing problems and specific barriers in the organization and management process. To achieve the research objectives, the article focuses on clarifying the following research questions:

- What is the current status of the organization and management of experiential activities and career guidance based on a competency approach at high schools in Ho Chi Minh City?
- What are the difficulties in managing experiential activities and career guidance at high schools in Ho Chi Minh City?
- What models should be proposed for experiential activities and career guidance at high schools in Ho Chi Minh City?
- What are the limitations and causes of managing experiential activities and career guidance based on a competency approach at high schools?
- What solutions are needed to improve the effectiveness of managing this activity, ensuring it is suitable for the characteristics of students, the conditions of facilities and the requirements for developing high-quality human resources of the city?

By answering the above research questions, the article aims to propose a number of feasible management models and solutions that can be widely implemented in general schools in Ho Chi Minh City and other large cities. In particular, the article emphasizes the construction of an open educational environment, in which students are allowed to experience reality, connect with businesses, vocational facilities and experts from many fields to develop comprehensive capacity.

In terms of theory, the study contributes to supplementing and clarifying the concept of managing career guidance activities according to the competency approach, which is still lacking a systematic basis in general education today. The article applies theories on capacity development, educational management theory and educational sociology approaches to analyze related practical and theoretical aspects. At the same time, the study also refers to the model of organizing career guidance activities in some developed countries, to propose policy suggestions suitable for the context of Vietnam.

In practice, the study is meaningful in supporting educational managers, principals and teachers to reorient their approach to

career guidance, while creating links between schools and communities, businesses and vocational training organizations. In the long term, this contributes to properly orienting students in choosing a career, minimizing the situation of choosing the wrong career, dropping out of school or unemployment after graduation - a problem that is becoming increasingly serious in modern society.

In short, innovation in the management of experiential activities and career guidance according to the competency approach is not only a requirement of the new general education program, but also a long-term investment strategy for the future of sustainable development of society. With its unique position, Ho Chi Minh City can and should become a leader in designing, testing and replicating effective management models, focusing on learners, developing professional capacity and civic responsibility for the young generation in the era of innovation and integration.

Literature review

Theoretical approaches to experiential activities and career guidance in general education

In recent decades, experiential activities and career guidance education have become an indispensable element in the modern education system. According to Dewey (1938), experience is the foundation of learning; the learning process cannot be separated from the practical context. Under the influence of empiricism and social constructivism, experiential activities are defined as the process of students interacting with the real environment to develop awareness, skills and life values.

According to Super (1990), career guidance is a long-term development process, starting from self-discovery, career exploration, to forming a suitable study-career plan. Modern career guidance is not only about providing career information, but also about supporting learners to develop the ability to choose and adapt to a career. From Super's career development theory (1957), Krumboltz's career decision-making theory (1996), to Savickas's "Career Construction" model (2013), theoretical approaches all emphasize the role of personal capacity in sustainable career orientation.

In Vietnam, scholars such as Nguyen Duc Tri (2017), Pham Hong Quang (2019), Tran Ba Hoanh (2020) have mentioned the role of experiential activities and career guidance in the comprehensive development of students. In particular, the 2018 General Education Program requires integrating experiential activities and career guidance into the entire general education process. However, there is still a theoretical gap in specifying the management model of this activity according to the competency development approach.

Domestic studies on experiential activities, career guidance in high school

Many domestic works have approached the issue of career guidance from the aspects of program content, the role of teachers, and the effectiveness of school activities, but have not really delved into the aspect of management according to the competency approach. For example:

Nguyen Thi My Le (2019) in the study "Organizing career guidance activities for high school students in urban areas" affirmed that career guidance activities in many schools are still formal and lack connection with professional practice. The author proposed to strengthen the connection between schools and businesses to improve the practicality of experiential activities.

Pham Van Tinh (2020) emphasized that the organization of experiential activities in the new general education program needs to have a clear orientation on the goal of developing capacity, instead of just following the traditional path. The article also shows the decisive role of the principal in assigning tasks, developing plans and evaluating the effectiveness of these activities.

Nguyen Minh Tuan and colleagues (2021) surveyed 27 high schools in Ho Chi Minh City and found that: more than 60% of career guidance activities are not linked to the needs of the local labor market; there are no specific tools for assessing students' career guidance capacity; and school administrators have not been fully trained in this activity.

In addition, many theses and dissertations also mention the innovation of career guidance education activities as a mandatory requirement in the context of education shifting from content-based teaching to competency-based teaching. However, most of them only focus on the organizational model; no work has comprehensively systematized the management model of experiential activities career guidance according to the competency approach, especially in the context of large cities like Ho Chi Minh City.

International studies related to career guidance education according to the competency approach

In the world, many countries have a solid theoretical and practical system of career guidance education according to the competency development direction. Notably:

OECD (2019) published the report "Career Readiness and Guidance", which emphasized that career guidance education needs to be placed within the framework of "career competencies", including: self-awareness, understanding of the labor market, career planning skills, and career decision-making capacity.

Gysbers & Henderson (2012) in their study in the US said that: the role of the principal and the school management system have a great impact on the effectiveness of career guidance programs. High schools in the US are recommended to establish a "career guidance specialist" position independent of subject teachers to ensure quality implementation.

Watt & Pascoe (2013) in Australia emphasized that effective career guidance must be built as an ecosystem: with the participation of teachers, parents, career counselors, the business community, and must be based on a model of personal capacity development.

In Japan, according to Ishikawa's research (2020), the career guidance education model associated with personality education (career and moral education) has been implemented from elementary to high school, in which teachers are specially

trained to guide students in developing personal capacity and life skills.

Korea implements the "Free Semester Program" to help students in grades 8-9 experience real-life careers at businesses and local career centers, with the coordination of teachers, experts and parents (Cho, *et al.*, 2021). This program facilitates flexible and multidimensional management of career guidance activities, emphasizing the role of students as the main subject. International studies agree that: to effectively manage career guidance activities, schools must build a management model based on the goal of developing students' capacity, with support from assessment tools, technology and social partner networks. This is a point that many high schools in Vietnam, including Ho Chi Minh City, still lack or have not implemented effectively.

Gaps and research orientation of the topic

An overview of domestic and foreign research works related to experiential and career guidance activities in high schools shows that this field is increasingly attracting attention in the context of comprehensive educational innovation. However, when comparing with the practical requirements of implementing the 2018 General Education Program and the goal of developing students' capacity, it can be seen that there are still many theoretical and practical gaps that need to be supplemented and completed.

First, one of the obvious gaps is the lack of in-depth research on the management model of experiential activities and career guidance based on the competency approach. Although many works have mentioned the organization of career guidance activities in schools, most of them have only stopped at describing the organization process, evaluating preliminary effectiveness or proposing discrete activities that lack systematic linkage. Meanwhile, the practical requirement is the need for a synchronous management model, integrating multi-dimensional factors such as programs, staff, resources, assessment and technology, to ensure the effectiveness and sustainability of career guidance activities in the context of integration.

Second, there is currently no systematic and scientific tool to assess the career guidance capacity of high school students, which can serve as a basis for monitoring, adjusting and improving management activities. Many schools still use simple survey tools that lack reliability or are based solely on teachers' subjective perceptions. The lack of a specific capacity assessment mechanism leads to difficulties in quantifying the effectiveness of career guidance activities, as well as limiting the ability to individualize the program according to the characteristics of each group of students. Third, most current studies only stop at the level of describing the current situation or proposing overall solutions, lacking depth in analyzing the role of the management entity, specifically the school board, in the process of organizing, operating and monitoring career guidance activities. Meanwhile, modern educational management theory emphasizes the key role of the school as an autonomous unit, capable of strategic planning and

coordinating social resources to achieve the goal of developing learners' capacity comprehensively and by the local context.

Fourth, there is a lack of international comparative studies or flexible application of successful career management models in countries with developed education systems, such as Japan, Korea, Australia, Finland, etc. This leads to many solutions proposed domestically being closed, lacking a comparative theoretical basis and failing to take advantage of international experience to adjust to the practical conditions of Vietnam, especially in large cities such as Ho Chi Minh City.

Based on the above gaps, this research topic is designed to overcome both theoretical and practical limitations by implementing three main approaches:

First, the topic focuses on analyzing the current status of managing experiential activities and career guidance based on competency-based approaches at high schools in Ho Chi Minh City, through practical surveys and comparison with the modern educational management theoretical framework. This analysis not only clarifies the level of implementation, effectiveness and difficulties at educational institutions, but also provides empirical data to build appropriate models.

Second, the study applies international theories on capacity development, educational management and vocational education such as OECD's capacity theory (2019), Super's career development theory (1990), Korea's differentiated vocational education model or the vocational education ecosystem model in Australia, to form the foundation for building a systematic, integrated and customizable management model according to local characteristics.

Third, from the survey results and theoretical analysis, the topic recommends specific, highly feasible solutions suitable for the conditions of Ho Chi Minh City, where there is a developed educational infrastructure, teaching force and vocational partnership system. These solutions can also be considered as a basis for other localities in the country, contributing to improving the quality of vocational education, building an ecosystem for developing students' capacity to meet the requirements of educational innovation in the period of digital transformation and global integration.

Research methodology

This study was conducted based on a combination of qualitative and quantitative methods, to ensure an objective, comprehensive and in-depth approach to the issue of managing experiential activities and career guidance based on competency-based approaches at high schools in Ho Chi Minh City.

Quantitative method

The quantitative method was used to collect data from a large number of research subjects to determine the current implementation status and effectiveness of experiential activities and career guidance management at high schools. Specifically:

Research tools

A survey with a 5-level Likert scale was developed based on the following groups of contents:

- Awareness and attitudes of managers, teachers and students about experiential and career guidance activities;
- The level of implementation of management stages (planning, organization, monitoring, evaluation);
- Factors affecting the effectiveness of activities;
- The level of development of students' professional capacity through career guidance activities.

Survey subjects: N = 121 people, including 35 managers, 51 homeroom teachers and teachers in charge of career guidance, and 35 grade 11 and grade 12 students from 12 public and private high schools in Ho Chi Minh City.

Data analysis: Data were processed and analyzed using SPSS 26.0 software, using descriptive statistics (frequency, mean, standard deviation), Cronbach's Alpha test to verify the reliability of the scale, and exploratory factor analysis (EFA) to identify groups of influencing factors.

Qualitative method

The qualitative method was applied to supplement and deepen the results from the quantitative survey. Techniques such as semi-structured in-depth interviews and document analysis were used. Specifically:

- **In-depth interviews:** Conducted with 10 people, including principals, professional group leaders, career guidance teachers and parents. The content focused on difficulties, practical experiences, and suggestions for improvement in managing career guidance activities according to the competency approach.
- **Document analysis:** Focus on the guiding documents of the Ministry of Education and Training, the 2018 general education program, domestic and foreign research works related to career education and educational management.

The combination of the above two methods helps ensure objectivity, depth and high practical value for the recommendations, models and solutions proposed from the research.

Research result

Assessing the importance of managing experiential activities and career guidance according to the competency approach

The chart below illustrates the average assessment level of 121 managers, teachers and students on the importance of managing experiential activities and career guidance according to the competency approach at high schools in Ho Chi Minh City. The criteria were evaluated on a 5-level Likert scale, showing a high consensus in the perception of the role of this activity in developing professional capacity, enhancing students' initiative, as well as linking education with practice. This result is an important basis for proposing appropriate and effective management solutions.

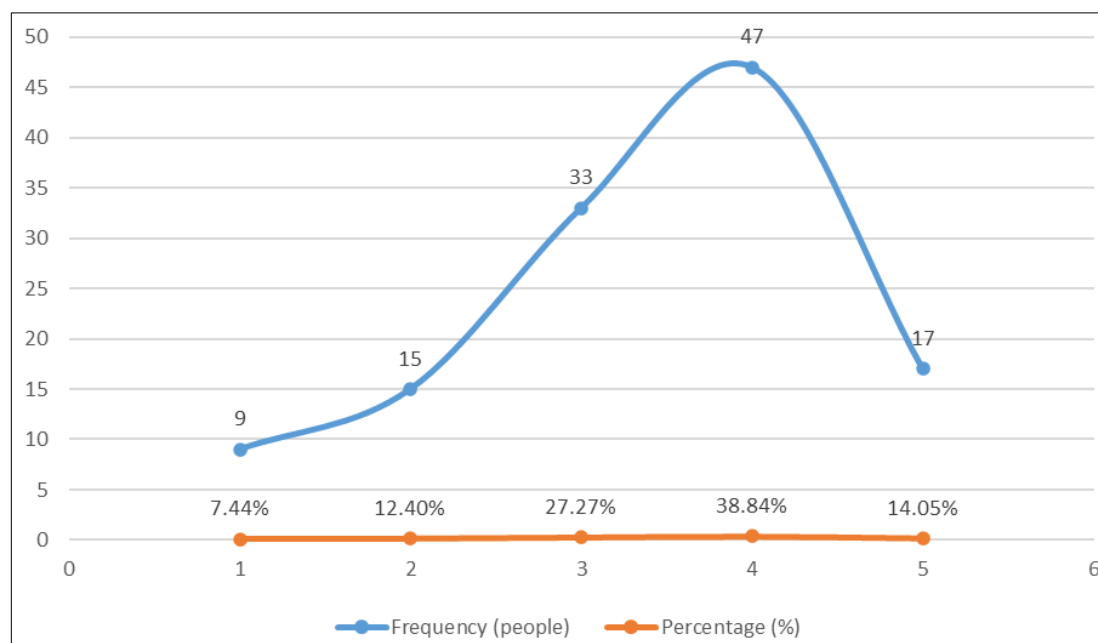


Fig 1: Assessing the importance of managing experiential activities and career guidance based on a competency approach

The survey results presented in Figure 1 reflect the relatively consensus perception of the research participants, including managers, teachers and students at 12 high schools in Ho Chi Minh City on the importance of effectively managing experiential activities and career guidance based on a competency approach. The table reflects the opinions of 121 survey participants on the importance of a certain factor. The data is divided into 5 levels of assessment: Not important, Somewhat important, Quite important, Important, and Very important. The specific results are as follows: “Not important” accounts for the lowest percentage, only 7.44% (9 people); “Somewhat important” has 15 people, accounting for 12.40%; “Quite important” is chosen by 33 people, corresponding to 27.27%. “Important” was the most selected level with 47 people, accounting for 38.84%, and “Very important” was selected by 17 people, accounting for 14.05%.

First of all, it can be seen that the majority of survey participants rated the surveyed factor as important or quite important, with the total cumulative rate of the three highest levels (“Quite important”, “Important” and “Very important”) reaching 80.16%. This reflects that the surveyed factor plays a significant role in the respondents’ perception. The “Important” level accounted for the highest percentage (47 people, 38.84%), indicating that this is the central choice and has a relatively high consensus. “Quite important” (27.27%) and “Very important” (14.05%) continue to reinforce the positive perception trend. The fact that more than 4/5 of the respondents chose the level of “Somewhat important” or higher shows that there is a relatively strong consensus on the value or influence of this factor. On the contrary, the two lowest levels (“Not important” and “Somewhat important”) only accounted for a total of 19.84%, which shows that only a few people underestimated the role or importance of the factor under consideration. The level of “Not important” was chosen by only 9 people, accounting for 7.44%, a fairly small proportion, showing that the negative attitude is in the minority.

From the above figures, it can be concluded that the survey factor is rated by society (the survey target group) at the level of important to very important, with a relatively small part expressing neutrality or not taking it seriously. The left-skewed bell-shaped distribution of opinions (highly concentrated at high evaluation levels) is a sign of an essential or influential factor on the behavior, perception or decision of the respondents. Notably, the comments from the semi-structured in-depth interviews conducted in parallel with the quantitative survey also showed a high compatibility between quantitative perceptions and qualitative responses, thereby further strengthening the basis for the arguments presented and the management recommendations in this study. Specifically as follows:

PV1 (Principal of a public high school) shared: “Previous career guidance activities were mainly propaganda or information introduction, not focusing on students’ ability to choose. When applying the competency approach, the school began to shift to organizational thinking: students must experience, practice, make mistakes and correct. That is the true meaning of career guidance.” This assessment was agreed by PV2 (parent) and PV4 (parent). In addition, according to PV6 (Career guidance teacher), “The lack of personal information is a difficulty in career orientation for students.” PV3 (Career guidance teacher) commented: “Managing experiential activities requires not only detailed planning but also consensus from all parties: teachers, parents, and businesses. If you rely only on the homeroom teacher, it will be difficult to succeed. Effective management will help students see the true meaning of career guidance, instead of just considering it a secondary subject.” This view was agreed by PV5 (head of professional group) and PV9 (Principal of a public school).

PV10 (12th grade student, private school) expressed his opinion: “I think the career experience sessions at the career guidance center help me understand myself better. Before, I liked IT because I saw my friends studying it, but after trying it out and talking to people in the profession, I realized that I am more suited to marketing. If the school organizes more sessions like this, I think many students will have a better orientation.” According to PV8 (12th-grade public school student): “Experience in career guidance at universities will help students choose the right career in the future”. This view is agreed by PV8 (head of professional group) and PV2 (parent).

From the above evidence, it can be affirmed that: managing experience and career guidance activities according to the competency approach is not only a requirement of the program but also a practical solution to improve the quality of education, comprehensively develop learners and prepare them with the ability to adapt in a volatile labor market.

Assessment of the level of difficulty in managing career guidance experience activities at high schools in Ho Chi Minh City

The table below presents the distribution of assessment levels of 121 managers, teachers and students on the difficulties in management and models being applied in experience and career guidance activities at high schools in Ho Chi Minh City. The data is presented in 5 levels from "Very low" to "Very high", reflecting the level of perception and practical assessment of the participants. The results show that many factors are assessed at "High" and "Very high", especially the difficulty in coordination between stakeholders and lack of professional training for teachers. The table also provides a quantitative view to help identify the focus of improvement and design a management model more suitable to the school's reality.

Table 1: Assessment of the level of difficulty

Order	Survey content	1	2	3	4	5	XTB
1	Lack of professional training for teachers	2	5	14	60	40	4.08
2	Inadequate facilities	3	6	15	55	42	4.05
3	Weak links between schools and families	5	9	19	50	38	3.88
4	Lack of motivation from students	6	10	21	48	36	3.81
5	Disjointed coordination between stakeholders	1	3	10	55	52	4.27
6	Integration in the main curriculum	7	10	30	42	32	3.68
7	Cooperation with businesses - career guidance centers	3	8	22	50	38	3.93
8	Differentiation of career guidance activities by grade level	9	12	25	40	35	3.66

The survey results in Table 1 show five main groups of difficulties that high schools in Ho Chi Minh City are facing in the process of managing experiential activities and career guidance based on the competency approach. The survey groups rated these difficulties on a Likert scale from 1 to 5, with the following specific results:

- **Disjointed coordination among stakeholders (4.27 points):** This is the most prominent difficulty. The lack of connection and consensus between schools, parents, businesses and specialized agencies has led to many career guidance activities being formal, lacking depth and not close to the capacity and needs of students.
- **PV3 commented:** “We often only follow the plan sent down from the department/office without any real coordination with businesses or parents. Students only hear introductions but have not experienced real careers.”
- **Lack of professional training for teachers (4.08 points):** Most teachers are not equipped with the skills to organize experiential activities or career counseling based on competency-based approaches. They often have to hold multiple jobs, leading to a lack of depth in implementation.
- **Inadequate facilities (4.05 points):** Many schools lack creative spaces, career counseling rooms, simulation equipment or budgets to organize outside experiential sessions.
- **Weak links between schools and families (3.88 points):** Parents still tend to impose career choices instead of

encouraging their children to explore on their own. This creates conflicts and psychological pressure for students in the career orientation process.

Lack of motivation from students (3.81 points): Some students participate in career counseling activities only because they are "forced" to do so, not seeing their true role for themselves. This requires career counseling activities to be linked to personal experiences and organized more attractively and practically.

Proposing a model for managing experiential activities and career guidance based on competency-based approaches at high schools in Ho Chi Minh City

Based on the synthesis of quantitative survey results, qualitative interviews and comparative analysis with international career guidance education models, the study proposes a model for managing experiential activities and career guidance based on competency-based approaches that is systematic, flexible and feasible in the context of high schools in Ho Chi Minh City. This model is structured into five main pillars, aiming to create a dynamic educational ecosystem with multi-dimensional connections between schools, communities and the labor market.

First, establishing an integrated and decentralized management mechanism:

The first pillar of the model is to build an integrated and flexible management mechanism, in which management power is not

only concentrated in the principal but is reasonably allocated to participating components. Specifically, each school needs to establish a Steering Committee for experiential and career guidance activities, consisting of the principal, professional group leaders, homeroom teachers, subject teachers, psychological and career guidance consultants, and representatives of the parents' association. This steering committee is responsible for developing strategies, coordinating organizational plans, and periodically monitoring activities.

Empowering professional groups to proactively develop and implement competency-based career guidance plans helps increase flexibility, adapting to the characteristics of each class group and school context. Based on the general guidance framework of the Department of Education and Training, professional groups can innovate and experiment with new career guidance models, and provide feedback to adjust policies at the management level.

Second, develop a set of career guidance competency standards for students:

A key point in the model is to develop a career guidance competency framework with specific and clear criteria to serve as a basis for organizing and evaluating activities. This competency framework includes four main components:

- The ability to be self-awareness and determine personal values;
- The ability to explore the world of professions and the labor market;
- The ability to develop appropriate study and career plans;
- The ability to make responsible career decisions.

These criteria need to be integrated into the student competency assessment system for each semester and school year. At the same time, the assessment results not only serve the purpose of classification but also serve as a feedback tool to help students identify their strengths and weaknesses in their personal career orientation journey.

Third, developing a team of teachers who also work in career guidance:

The team of teachers plays a key role in organizing career guidance activities based on the competency approach. However, reality shows that most teachers today have not received in-depth training in career counseling or organizing effective experiential activities. Therefore, it is necessary to establish a periodic training program for teachers, focusing on the following contents: techniques for organizing experiential activities, career counseling skills, methods for assessing students' career competencies and educational communication techniques.

In addition, it is necessary to develop a model of linking homeroom teachers, subject teachers, career counselors for each grade level. This multi-role coordination model ensures consistency in orientation information while creating conditions for students to access counseling from multiple

perspectives, helping to improve the effectiveness of career self-orientation.

Fourth, strengthen inter-sectoral coordination and mobilize social resources:

One of the factors that determines the substance of career guidance activities is the level of connection between schools and organizations outside the school. The proposed model focuses on building a network of links with businesses, vocational schools, employment service centers and alumni to organize practical career guidance activities: business visits, short-term internships, career sharing and vocational skills guidance.

In particular, it is possible to implement the initiative "One month - One profession", in which each month students will be exposed to a specific career field through specialized lectures, career simulations and practical situations. Parents and alumni - who have experienced real careers - should also be mobilized into the advisory network to create a multi-dimensional, closer and more effective environment in conveying career information.

Fifth, applying technology and digitizing management processes:

In the context of digital transformation in the education sector, applying technology to management and implementing career guidance activities is an inevitable requirement. The proposed model puts into use career guidance survey software such as Holland Code, MBTI, and SDS to help students discover career characteristics that are suitable for them. Assessment results are integrated into personal electronic learning profiles to monitor the development of students' career capacity through each school year.

In addition, schools need to build an online career guidance portal - a place to update career information, labor market needs, share practical lessons, and at the same time be an interactive channel between students, parents and schools. This system will act as a living knowledge platform, helping to connect learners with the career world in a proactive, continuous and oriented way.

Discussion

The following scientific discussion aims to deeply analyze the research results based on a comparison with modern educational management theory and international experience. The discussion focuses on clarifying the key role of management in organizing experiential activities and career guidance based on a competency approach, pointing out the gap between theory and practice in high schools in Ho Chi Minh City, and emphasizing the need for interdisciplinary coordination and application of technology in management. Thereby, the discussion not only strengthens the scientific nature of the proposed model but also lays the foundation for systematic recommendations to improve the quality of career guidance in the context of current educational innovation.

First, affirming the central role of management in career guidance activities: The research results confirm that effective management is a decisive factor for the quality and sustainability of experiential and career guidance activities in schools. This is consistent with the view of Gysbers (2008) that: "The career guidance system cannot operate effectively without coordination, monitoring and evaluation mechanisms from the management level". The lack of synchronization in implementation in high schools today mainly stems from the lack of management unity, lack of team specialization and loose coordination mechanisms among stakeholders.

Second, from "career guidance propaganda" to "career capacity education": An important change in the modern approach is the shift from the mindset of simply providing career information to developing individual capacity. The proposed model emphasizes the measurement of career guidance competence as an indicator of student development, similar to the approach of OECD (2019) in the "Career Readiness" program. Meanwhile, the survey reveals that many schools continue to conduct career guidance activities in the form of periodic talks or visits to production facilities without a specific pedagogical plan. This shows that the gap between theory and practice needs to be narrowed through management reform.

Third, strengthening multi-sectoral coordination: an inevitable requirement: Survey data shows that "disjointed coordination among stakeholders" is one of the most serious difficulties (average score 4.27/5). This result coincides with many international studies (Watt & Pascoe, 2013), which argue that successful career education is thanks to the construction of a learning-career-community ecosystem. The fact that schools organize career guidance activities alone without linking with the labor market will weaken students' practical orientation capacity.

Fourth, limitations from the student side: need for flexible management and attractive design: The lowest average score belongs to the content "lack of motivation from students" (3.81/5), showing a lack of appeal and not suitable for the intrinsic needs of learners. To overcome this, the proposed model emphasizes the role of technology tools, gamification and personalization of career guidance content, similar to the approach in open education systems of Finland and Canada. From there, the role of the manager is not only to control but also to be a "creator of experiential learning environments".

Fifth, feasibility and implementation conditions in Ho Chi Minh City: With the characteristics of a large urban area, diverse population, and a developed network of businesses and vocational schools, Ho Chi Minh City has all the conditions to implement the experience management model and career guidance based on a competency approach. However, the main challenges are the overload of homeroom teachers, the lack of synchronization between public and private schools, and the difference in resources. Therefore, for the model to be effective, there needs to be a roadmap for pilot implementation, human resource training, and integration into the strategic planning of the local education sector.

Conclusion

The study has clarified the role and importance of managing experiential activities and career guidance based on competency-based approaches in high schools, especially in the context of implementing the 2018 General Education Program. Based on survey data from 121 managers, teachers and students in Ho Chi Minh City, the results show that although career guidance activities are now more focused on form and content, there are still many barriers in management, organization and assessment. The prominent difficulties include: lack of specialized training for teachers, limited facilities, ineffective coordination between stakeholders, as well as passivity from learners. Based on practical analysis and reference to international models, the article has proposed a career guidance management model based on competency-based approaches with five pillars: establishing an integrated and decentralized management mechanism; building a career guidance competency framework; developing a team of part-time teachers; Strengthening inter-sectoral and inter-stakeholder coordination; and applying digital technology to management and assessment. This model not only ensures feasibility in implementation in high schools in Ho Chi Minh City but can also be expanded to other major cities across the country. The research results contribute to providing important scientific and practical bases for educational managers in policy development, program design and effective organization of career guidance activities, thereby contributing to the comprehensive development of students' capacity in the era of digital transformation and integration.

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