

# MANAGING CAREER GUIDANCE EDUCATION ACTIVITIES FOR HIGH SCHOOL STUDENTS IN THE ERA OF DIGITAL TRANSFORMATION

VUONG QUOC TUAN, NGUYEN HONG CHI, *tuanvq9@fe.edu.vn*

FPT University - Can Tho Campus.

| INFORMATION   | ABSTRACT   |
|---|--|
| <p><i>Received: 29/07/2025</i><br/> <i>Revised: 17/08/2025</i><br/> <i>Accepted for publication: 18/8/2025</i><br/> <i>Code: TCKH-S03T08-2025-B15</i><br/> <i>ISSN: 2354 - 0788</i></p> <p><b>Keywords:</b><br/> <i>Digital transformations, career guidance education, management, high schools, student streamlining.</i></p> | <p><i>This article analyses the theoretical foundations and national policies related to digital transformation in education and career guidance activities for high school students. The authors propose four groups of management solutions following a cyclical process: goal setting and planning, implementation, monitoring, evaluation and subsequent planning. Digital technologies are integrated into each stage to enhance personalised interaction with students, improve the effectiveness of connections with enterprises through online platforms and promote the quality of vocational education. The study employs policy document analysis combined with a theoretical synthesis to clarify the role of management in concretizing strategic orientations. The proposed solutions are expected to facilitate the realization of policies and improve the efficiency of career guidance for high school students, thereby contributing to the Ministry of Education and Training's efforts in student streamlining.</i></p> |

## 1. Introduction

The streaming of high school students plays an essential role in regulating the structure of the labor force by qualification levels. According to Decision No.522/QĐ-TTg (Prime Minister, 2018) by 2025, 100% of lower and upper secondary students will participate in career guidance activities, with more than 45% opting for vocational training. Circular No.32/2018/TT-BGDĐT (Ministry of Education and Training, 2018) requires that career experience activities be linked with enterprises. The 2019 Education Law (National Assembly, 2019) affirms the role of career guidance in enabling students to select occupations that match their abilities and the labor market.

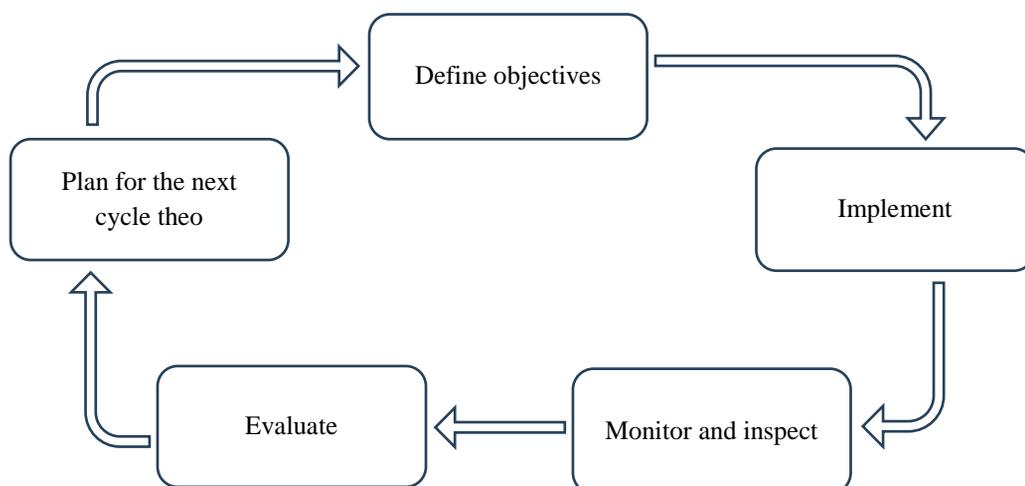
However, the current situation still exhibits significant shortcomings. According to a MOET survey, 65.4% of first-year university students do not fully understand the purpose of their chosen major; 50.8% are unaware of what jobs they will perform and where; 75.6% are dissatisfied with their majors and find it unsuitable and 32.4% wish to retake the entrance examination the following year (Dan Sinh - Dan Tri, 2022). These figures indicate an urgent need for an effective career guidance management model that integrates technology to personalize student engagement and strengthen practical connections.

Although some domestic and international studies (Nguyen, 2017; OECD, 2004; Tran Phu

Hao et al., 2024; UNESCO, 2021) have addressed the integration of technology into career guidance, a systematic, cyclical management model is still lacking. Through field surveys and the application of a systems approach, this study proposes a five-stage process: goal setting, implementation, monitoring, evaluation and planning for the subsequent cycle. This article seeks answers to the primary research question: How can the management of career guidance activities for high school students be systematically and effectively integrated with digital transformation? The proposed model will concretize policies, enhance school-enterprise connections and improve the efficiency of student streaming.

**2. Research methodology**

This study was conducted with an applied research orientation, employing a systemic and cyclical management approach to develop a management model for career guidance activities for high school students, integrating the requirements of digital transformation within the context of Vietnamese education. The focus is on proposing a five-stage process: goal setting and planning, implementation, monitoring and inspection, evaluation and subsequent planning. Each stage is designed to incorporate specific digital tools to ensure feasibility, flexibility and adaptability to the realities of high school settings.



**Figure 1.** Flowchart of the Career guidance management process

The researchers in this study employed a qualitative case study to examine the administration of career guidance activities integrated with digital transformation in high

schools. The study was conducted between December 2024 and May 2025 in six high schools in Can Tho, Vinh Long and An Giang provinces.

**Table 1.** Research sites and participants

| Province  | Type of School  | Participants (Position)        |
|-----------|-----------------|--------------------------------|
| Can Tho   | Urban public    | Vice principal, Career officer |
| Can Tho   | Suburban public | Principal, Career officer      |
| Vinh Long | Rural public    | Principal                      |
| Vinh Long | Urban private   | Vice principal                 |
| An Giang  | Rural public    | Principal, Career officer      |
| An Giang  | Urban public    | Vice principal                 |

These research sites and participants were selected for their diverse locales and representativeness of the Mekong delta region. The data were collected from three primary sources: (1) policy and legal papers published by the Government and MOET; (2) field observations of career guidance management practice at the six schools, recorded on guided observation notes and (3) non-formal interviews with school managers (principals, vice principals and career officers) responsible for career guidance. Each school was visited at least twice and each interview lasted from 30 to 60 minutes. Data analysis and visualization were conducted through Power BI, NVivo and Google Data Studio. The data were coded using a thematic coding procedure. Observation notes and interview transcripts were coded in NVivo to identify recurring themes, which were then triangulated against documentary analysis. Findings were synthesized into patterns of practices in place, challenges and innovative solutions and used as a starting point for constructing the proposed five-stage management model.

The data used in this study were synthesized from three primary sources. First, the legal framework and national policies on digital transformation and career guidance in education, including Decision No.749/QĐ-TTg (2020), Decision No.2222/QĐ-TTg (2021), Decision No.522/QĐ-TTg (2018), Circular No. 32/2018/TT-BGDĐT and the 2019 Education law. Second, findings compiled from relevant domestic and international studies (Nguyen, 2017; Nguyen & Le, 2023; OECD, 2004; Trung, 2020; Watts & Sultana, 2004). Third, the authors conducted direct field observations at six high schools in Can Tho, Vinh Long and An Giang, in collaboration with educational administrators from December 2024 to May 2025. Data were recorded through observation logs and informal interview notes with school leaders responsible for career guidance management.

Regarding data processing and analysis methods, the study did not employ large-scale quantitative surveys but instead applied a qualitative synthesis approach, combining the researchers' observations and analysis of the actual implementation processes at the six research locales. The research tools included the management scenarios based on existing management templates, hypothetical situations, and technological tools such as Power BI, Google Data Studio, SPSS or NVivo. Additionally, career guidance tools such as RIASEC and MBTI were illustrated as examples of integrating student information and data systems into digital career guidance management. The analysis of management scenarios, combined with the illustration of the five-step educational management cycle, reflects a modeling mindset while ensuring practical applicability. Furthermore, it clarifies the feasibility of implementing the proposed model within the current conditions of Vietnamese high schools. This proposed model is systemic and contributes to the body of research on managing experiential activities, which is still focused mainly on manual and stage-based management methods.

### **3. Research results and discussion**

#### ***3.1. Principles of managing career guidance activities integrated with digital transformation***

##### ***3.1.1. Career guidance activities***

Career guidance in secondary education encompasses a set of structured services and pedagogical interventions designed to assist students in making informed decisions about their education, training and professional pathways. According to the OECD (2004), these activities are intended not only to help individuals navigate academic and occupational choices but also to support them in managing their long-term career trajectories. In Vietnam, Decision No.522/QĐ-TTg and Circular No.31/2017/TT-BGDĐT (MOET, 2017) frame

career guidance as a process of counseling and advising students to develop an accurate understanding of labor market values, explore appropriate occupations aligned with their personal strengths and make realistic career decisions.

Unlike traditional approaches that treat career guidance as isolated activities, this study adopts a more systemic lens. It highlights that career guidance must be embedded across multiple school functions and stages of student development. Typical formats include: (1) personalized counseling between students and trained advisors; (2) curriculum-integrated career modules across interdisciplinary subjects; (3) dissemination of updated labor market information through digital channels and official school platforms; (4) enterprise-linked activities such as career fairs and site visits and (5) career aptitude assessments.

These assessments, administered primarily by higher education institutions or certified professionals, often utilize tools such as Holland's Riasec (1997) and the Myers-Briggs Type Indicator (Myers & Briggs, 1998). These tools provide insights into students' vocational interests and personality orientations, offering a data-driven foundation for personalized guidance.

Career guidance, when implemented effectively, functions not as a final-year intervention but as a continuous, scaffolded process throughout secondary education. It combines both training (knowledge about careers) and counseling (personalized support) to enhance students' self-awareness, agency and readiness to transition from school to work. As emphasized by Watts and Sultana (2004), the integration of classroom instruction, digital tools and stakeholder partnerships (e.g., employers, universities) increases the depth and impact of career education.

This reframing affirms that career guidance is not merely a supportive function but a strategic

component of educational management, particularly critical in the era of digital transformation, where agility, personalization and alignment with labor demands are paramount.

### *3.1.2. Integration of digital transformation*

Digital transformation is defined by Decision No.749/QĐ-TTg (Prime Minister, 2020) as the comprehensive and strategic application of digital technologies across all sectors of society, leading to fundamental changes in the ways individuals and institutions live, operate and interact. This transformation is structured along three interconnected pillars: digital government, digital economy and digital society. Unlike digitization, which merely converts physical data into digital formats, digital transformation involves a systemic overhaul of information systems to optimize organizational performance and generate long-term value (OECD, 2004).

In education, digital transformation entails the widespread integration of technologies into teaching, learning, administration, evaluation and policy planning processes. UNESCO (2021) highlights that this shift requires not only technological adoption but also changes in pedagogical mindset, institutional policy frameworks and professional development cultures. Decision No.2222/QĐ-TTg (Prime Minister, 2021) outlines Vietnam's national goals for the digital transformation of education, which include enhancing learning quality, expanding access to vocational and career pathways, and increasing labor productivity. Notably, it mandates that all educators and school administrators be trained in digital competencies and the development of digital learning resources.

To support these objectives, MOET has proposed various systemic solutions: establishing digital infrastructure standards for schools; building centralized data systems to monitor labor market trends; training educators in digital literacy and forming expert teams to develop

localized software solutions. Other key components include digitizing administrative processes, ensuring cybersecurity and fostering international collaboration in educational innovation.

Technologies employed in digital education range from learning management systems (LMS) and online classrooms to AI-based personalization tools and interactive content creation platforms. These tools facilitate diverse models such as blended learning, flipped classrooms, simulation-based education and guided self-study models that align well with the needs of career-oriented instruction. The integration of these digital tools is not simply technological modernization but a strategic enabler for educational reform. When embedded into the management of career guidance, digital transformation enhances the responsiveness, personalization and effectiveness of guidance programs, thereby aligning education with evolving workforce demands in the Fourth industrial revolution.

**3.2. Management framework for digital transformation-integrated career guidance**

**3.2.1. Goal setting and planning**

In the context of digital transformation as an

educational development trend, setting objectives and planning the integration and use of digital technology in managing career guidance activities helps optimize resources and mobilize collective intelligence and consensus among educators. The planning phase plays a central role in the management and continuous improvement process. According to Le et al. (2024), planning career guidance for high school students requires synchronized and interconnected data among schools, enterprises, students and communities. Additionally, Truong (2020) emphasizes that planning for career orientation must involve tools for measuring effectiveness. Building on and extending these perspectives, the study proposes a management approach grounded in the smart criteria (Doran, 1981). It concurrently integrates digital tools to enable step-by-step implementation and evaluation of plan effectiveness.

**Goal setting**

Administrators should ensure that the goals follow the Smart principles: specific, measurable, achievable, relevant and time-bound, based on the guide below.

**Table 2.** Suggested use of Smart criteria

| Component  | Description                            | Guiding Questions   |
|------------|--|---|
| Specific   | Clear and unambiguous                  | What, where, when, who and what action?                                   |
| Measurable | Quantifiable with specific criteria    | How do we know the goal is achievable?<br>What are the metrics?           |
| Achievable | Realistic with available resources     | What resources are required? Can this goal be met with current resources? |
| Relevant   | Aligned with organizational directions | Does the goal contribute to school and national development plans?        |
| Time-Bound | Defined completion timeline            | When are the deadlines for each stage and the entire process?             |

Accordingly, the proposed objectives include:  
Ensuring that 100% of students in grades 10, 11 and 12 access career guidance activities through digital platforms throughout high school

(Decision No.522/QD-TTg, 2018); Increasing the annual percentage of students using aptitude and interest assessment tools (e.g., Riasec, Mbt) to at least 80%; Connecting with at least 10

businesses each semester through virtual career fairs with rotating participants each term or year; Developing a digital repository of career-related materials and essential skill training content for various occupations.

#### *Planning Process*

Step 1: Survey the current capacity of digital transformation and technology use among teachers, evaluate infrastructure and assess management capacity. Additionally, survey students need via tools such as Google Forms or SurveyMonkey.

Step 2: Assign tasks across four professional groups: (1) Design a student data management system for career guidance (e.g., Microsoft power BI for charts, Google Data Studio for visualization and sharing, Google Analytics for deep analysis via Google Sheets and SPSS for statistical analysis); (2) Develop career orientation lessons using Scorm (for E-learning packaging), H5P/HTML5 (for interactive content such as quizzes, videos, games) or LMS platforms; (3) Facilitate enterprise connections via platforms like Zoom, Google Meet or Microsoft Teams; (4) Apply career assessment tools (Riasec and/or MBTI) and analyze results to guide students.

Step 3: Establish a semester-based timeline. Semester 1 includes Steps 1 and 2. Semester 2 focuses on implementing virtual career fairs.

Step 4: Develop evaluation indicators covering multiple dimensions, including the availability of resources; the capacity of teachers to apply information technology and engage in digital transformation; the number and quality of enterprises aligned with evolving labor market demands; student participation rates in career guidance activities; reasons for students' non-participation; levels of student satisfaction; completion rates of vocational skill courses and analysis of students' Riasec and MBTI assessment results.

Step 5: (optional, depending on conditions): Encourage teachers to participate in Massive Open online courses (Moocs) related to career guidance and artificial intelligence. Suggested courses include: Career planning: Your career, Your life - Macquarie university; Career coach and navigator certificate - Goodwill academy; Communication in the 21st Century workplace - university of California, Irvine; Introduction to Artificial intelligence - IBM

#### *3.2.2. Implementation*

Implementation is the stage of transforming planning into practical action, requiring the flexible integration of technological tools and digital transformation into each career guidance activity. This activity is not only a requirement and a trend of the times but also a prerequisite for enhancing the effectiveness and efficiency of teaching and learning activities, while fostering students' adaptability to the rapid advancements of science and technology (Oecd, 2004; Nguyen & Le, 2023). This process must adhere to three core principles: alignment with teachers' digital competencies and the school's infrastructural conditions, personalization according to each student's abilities and strengths and effective linkage among schools, enterprises and vocational education institutions.

Step 1: Develop digital platforms by creating or enhancing LMS systems and the school's website with dedicated sections for career guidance and job boards. These platforms should be linked to open educational resources related to vocational skills, career introductions and employer databases (e.g., Viettel Study or hoclieu.vn).

Step 2: Administer Riasec and MBTI tests to assess students' career tendencies and preferences. Analyze and visualize the results using Google Analytics and SPSS. Present findings in user-friendly charts and tables, then deliver personalized results and suggestions to students via email or their preferred communication channels.

Step 3: Organize individual and group counseling by using platforms such as Zoom, Google Meet or Microsoft Teams to conduct career counseling. Allow students to schedule appointments through tools like Calendly (integrated with Google or Outlook calendar), Zalo booking or email. Consider developing AI chatbots to automatically respond to frequently asked questions about interests, strengths, trends and vocational training options aligned with students' Riasec or MBTI results.

Step 4: Facilitate virtual company tours and projects by offering livestreams or 360-degree video tours of businesses, factories and daily job environments via platforms such as Facebook, YouTube, TikTok or Twitter. In the classroom, teachers can apply flipped classroom models, particularly in STEM/STEAM courses, by assigning students career projects based on their Riasec and MBTI profiles. These projects should encompass preparation, implementation, challenges, opportunities and potential success. Students are encouraged to use digital tools during project work and present their findings to teachers and career advisors.

Step 5: Create industry-specific social media groups by connecting students, teachers and businesses via platforms such as Zalo, Facebook, Instagram or Twitter for each industry group. The lead teacher coordinates communication, shares updates and facilitates interactions between students and businesses.

Step 6: Motivate career guidance teachers: (1) Recognize and honor specialists based on the four task groups outlined in the planning phase; organize inter-school forums to share successes and challenges in digital career guidance; (2) Offer professional development in interpreting RIASEC and MBTI, establish networks of high school career counselors and encourage research publications or international presentations; (3) Provide practical support: reduce teaching loads, offer responsibility allowances, reimburse travel

for business visits before online counseling sessions; (4) Promote a “culture of doing better by thinking differently” by applying educational technologies in STEM/STEAM and career orientation activities; (5) Include career guidance targets in annual and semesterly teacher performance evaluations and make them publicly known at the start of each school year or semester; (6) Build a dynamic, friendly and safe working environment for both teachers and students during counseling; (7) Reward teachers with Mooc certificates related to career guidance or AI applications; (8) School leaders must lead innovation in digital transformation. While initial efforts may not yield perfect results, inaction guarantees stagnation.

### 3.2.3. *Monitoring and inspection of implementation*

Monitoring and inspection constitute a critical stage in the management cycle. These activities ensure the quality of plan implementation, promptly detect errors, address shortcomings and collect data for improving career guidance activities in the subsequent cycle. In the context of digital transformation, monitoring is no longer confined to manual methods but requires the integration of technology to collect, analyze and provide real-time feedback on data (Nguyen, 2017; Nguyen, 2023). Accordingly, managers should employ inspection and monitoring tools as suggested below:

First, monitoring should begin with quantitative data analysis collected from student management systems and digital platforms such as Microsoft Power BI, Google Data Studio, Excel or SPSS. Monitoring indicators should include the number of enterprises participating in online career fairs, the number of teachers involved in teaching and counseling, the quantity and quality of lectures in vocational skills training courses, the number of visits to career-related websites, student participation rates, the number of completed Riasec and MBTI assessments, the participation rate in

vocational skills training courses on digital platforms and students' comments and evaluations of the activities they have attended.

Real-time assessment tools should be deployed to examine students' levels of understanding and perceptions. The design of question sets on platforms such as Kahoot!, Socrative, Quizizz or Google Forms should be based on Bloom's taxonomy of cognitive domains (Colorado College, 2022), enabling evaluation from recall to analysis and creativity. In parallel, open-ended questions should be used to allow students to share personal views on benefits, challenges and expectations, thereby enabling schools to develop appropriate intervention policies. In particular, encouraging students to provide feedback on the quality of teaching and counseling is a critical step in fostering a constructive feedback culture within the school environment.

Monitoring teaching and learning on digital platforms can be conducted by establishing official information channels, such as the manager's email, a hotline number, a Q&A and advisory section on the school's website or other internally agreed platforms. School managers should promptly investigate reported issues and convene quick meetings with the relevant professional teams to devise solutions. Teachers are encouraged to maintain professional journals and provide feedback to managers via email or other pre-agreed communication tools. Managers should create a Google docs link for teachers to share information collectively, enabling the identification of strengths and weaknesses in implementation and fostering a continuous learning and mutual improvement ecosystem. They should also compile data on students who do not participate or rarely participate in career orientation activities, students' scores on assessments and tests, as well as their frequency and level of engagement in online career guidance activities.

Monitoring cycles and transparent reporting can be achieved through regular meetings during planning, initial implementation, mid-term inspections and post-semester evaluations. Administrators and working group members should develop observation criteria and evaluate enterprise cooperation during implementation. Quantitative results should be visualized via infographics for objectivity. Feedback should be discussed privately with individual teachers or enterprises to ensure confidentiality and foster constructive dialogue.

#### *3.2.4. Evaluation*

Evaluation serves to reflect the actual implementation of the plan, determine the extent to which objectives have been achieved, identify limitations and propose solutions for the next cycle (Tran et al., 2024). The evaluation process must ensure objectivity in quantitative measures and transparency and fairness in qualitative results across individuals and groups. All evaluation data should be digitized for easy retrieval, analysis and reporting. For students, the data must reflect personalized measurements of interests, aptitudes and progress in vocational skill training courses. Evaluations should be divided into stages aligned with both the original plan and actual implementation, enabling administrators to respond promptly and make appropriate adjustments. Suggested evaluation tools include.

Assessment of student performance in vocational skill training: Use participation rates and test results (as described in the implementation steps) to evaluate learning outcomes. Administrators and academic teams can use ChatGPT 4.0 to review the alignment of test questions with course objectives and Bloom's revised taxonomy. Student score distributions should be expressed using graphs as well as mean and median scores, via Excel or SPSS.

Analysis of qualitative feedback: Student and teacher feedback can be processed with NVivo, Maxqda or ChatGPT 4.0. Satisfaction surveys and feedback from both students and enterprises can be administered via Google Forms, Microsoft Forms or SurveyMonkey for convenience and flexibility. Individual or group interviews with students, teachers and employers should supplement these surveys. Audio data can be transcribed using free online tools, such as the audio to text converter. Since AI tools may misinterpret unclear speech or background noise, analysts should review both audio files and transcripts to ensure accuracy. Qualitative data analysis should be performed in ChatGPT 4.0 or equivalent platforms.

Quantitative data analysis and visualization: Applications such as Microsoft Power BI, Tableau or Excel allow for rapid, accurate analysis and visual display of results. These tools help measure the frequency and rate of participation in training, fairs, online lessons and other career-related activities.

Website and media interaction evaluation: Administrators and working groups should assess student visits and interactions on career guidance pages, identify frequently asked questions and evaluate user engagement to determine communication effectiveness. Virtual meetings with enterprises participating in career fairs should be held after semester 2 using pre-approved platforms to express gratitude and discuss improvements for future school years.

Tracking alumni: Use official communication channels (e.g., school email, website, facebook) to follow and support alumni in their career journeys. Success stories resulting from digital career guidance programs should be actively disseminated through local and national media outlets, including newspapers, television and school podcasts.

### 3.2.5. *Subsequent planning*

Subsequent planning serves to integrate the experiences from the stages of planning, implementation, monitoring and evaluation into a continuous, adaptive and innovative management cycle, thereby contributing to a more standardized model for future application (Watts & Sultana, 2004). This planning phase follows the same steps as those outlined in the original goal-setting and planning stage. However, it should additionally focus on trend analysis. Suggested trend analysis categories include:

Career preference trends among students: Monitor popular occupations and vocational skills among high school students in Vietnam and globally. Tools like Google Trends or Buzzsumo can help administrators understand students' career interests, short-term occupational trends and leading concerns.

Statistical data on popular occupations worldwide and by country: Use secondary data from sources such as Statista.com, OECD or the World bank.

Internal trend analysis: Analyze quantitative datasets from recent years using SPSS and qualitative data using NVivo or Maxqda.

Monitoring online discussions and interest trends: Use tools like Talkwalker to track student conversations on social media, forums and news platforms regarding career guidance activities in high schools.

### 3.2.6. *Contributions of the study*

This study proposed a five-phase management scheme for career guidance education activities for high school students by using digital tools that meet the MOET's mandate for digitalization in educational management. This model shares both similar and different characteristics from the previous models as referred to in the current sets of policies and research. In particular, the table below outlines the aspects of the proposed model and its contributions to the body of research on digitalization in educational management.

**Table 3.** Comparative analysis of career guidance management models

| Author/Model                             | Number of Stages   | Key Features  | Limitations   | Innovations in the Model   |
|--|--|---|---|--|
| OECD (2004)                              | 3-4 loosely defined phases   | Focused on public policy and access to guidance                         | Limited school-level management, weak integration of technology | Cyclical, school-based management with a feedback loop                                     |
| Watts & Sultana (2004)                   | Policy frameworks across 37 countries  | Emphasis on national policy, stakeholder engagement                     | Less operational guidance for schools                           | Provides operationalization at the school level  |
| Nguyen (2017)                            | 3 stages (planning, implementation, evaluation)  | Contextualized for Vietnamese lower secondary schools                   | Manual process; little emphasis on digital transformation       | Adds digital tools in all stages and includes a subsequent planning stage                  |
| Truong (2020)                            | Activity-based career orientation modules  | Practical activities that focus on student experience                   | Fragmented, lacks systemic integration                          | Embeds activities into a systemic cycle  |
| The proposed 5-stage model in this study | 5 stages: goal setting & planning, implementation, monitoring, evaluation, subsequent planning | Entirely cyclical, integrates digital platforms and enterprise linkages | Not yet empirically tested on a large scale                     | Systemic, adaptive, technology-enabled, ensures a feedback loop and continuous improvement |

Compared to the earlier models, the five-stage model advances career guidance management by adopting digital transformation technologies at all five stages from planning to evaluation. Unlike Nguyen (2017), who hypothesized career guidance management as a linear three-step model, this study unfolds it into a cyclical system for continuity and continuous improvement. Although Oecd (2004) and Watts & Sultana (2004) have been primarily policy-oriented, they did not leave space for operational support at the school level. The model in place fills this gap by determining school-based management processes that include specific digital tools such as LMS platforms, SPSS, Power BI and AI-based feedback. This proposed model upgrades school-enterprise partnership through virtual fairs and employment websites, which have not been included in previous models. This comparative analysis demonstrates that the proposed model not only synthesizes past strategies but also sets new ground by

introducing digital transformation into the equation in an organized manner. It is theoretically and practically relevant to the management of experiential career guidance activities in Vietnamese high schools.

#### 4. Conclusion and recommendations

This article has clarified that digital transformation is an inevitable trend in managing career guidance activities in high schools in Vietnam. Under the strong influence of technology and the State’s educational reform requirements, the application of digital transformation not only enhances the efficiency of activity organization but also increases the personalization of career orientation to match each student’s characteristics and the labor market’s needs.

Based on the synthesis of theoretical foundations and current policies, the authors propose a five-stage management model following a cyclical process: planning, implementation, monitoring, evaluation and subsequent

planning. This cycle ensures continuity, flexibility and adaptability in management. This model provides a systematic approach to managing experiential activities integrated with digital transformation, an aspect not yet addressed in previous studies.

To ensure the effectiveness of the proposed model, the paper recommends four guiding principles: (1) delegate authority to specialized teams responsible for specific areas such as system management, experiential activities, curriculum content, teacher training and labor market monitoring; (2) leverage collective strength and tap into teachers' knowledge resources; (3) build an open organizational culture that encourages innovation and embraces change in digital transformation and (4) ensure transparency and connectivity across units to create synchronization in implementation.

Alongside these contributions, the study also acknowledges certain limitations. Specifically, the research remains at the stage of proposing a theoretical model without empirical testing. The scope of surveys and quantitative analysis is limited. The policy implications are still general, without detailed operationalization for different management levels or regional contexts.

The authors suggest that future research focuses on evaluating the feasibility, effectiveness and challenges of applying each proposed measure in practice. Furthermore, in-depth studies on each management principle within the model could be conducted, particularly under varying conditions such as rural areas, mountainous regions or locations with limited infrastructure, thereby adding scientific evidence and generating more context-specific policy recommendations.

## REFERENCES

- Colorado College. (2022). *Using Bloom's revised taxonomy in assessment*. <https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/learning-outcomes/blooms-revised-taxonomy.html>
- Dan Sinh & Dan Tri. (2022, April 8). 65.4% of first-year university students do not fully understand the purpose of their major. *Dan Tri*. <https://dansinh.dantri.com.vn/dien-dan-dan-sinh/654-sinh-vien-nam-nhat-chua-hieu-het-muc-dich-nganh-hoc-20220408161205000.htm>
- Doran, G.T. (1981). There's a smart way to write management's goals and objectives. *Journal of Management Review*, 70(November), 35-36. <https://community.mis.temple.edu/mis0855002fall2015/files/2015/10/S.M.A.R.T-Way-Management-Review.pdf>
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3<sup>rd</sup> ed.). Psychological assessment resources. <https://psycnet.apa.org/record/1997-08980-000>
- Le, T. X. L., Nguyen, P., & Ho, D. V. (2024). Current status of career education in upper secondary schools and continuing education centers in Quang Tri Province. *Journal of Education*, 24(11), 301-307. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/2799>
- Ministry of Education and Training. (2017). *Circular No.31/2017/TT-BGDĐT: Guidelines for implementing psychological counseling for students in general education institutions*. <https://moet.gov.vn/van-ban/vanban/Pages/chi-tiet-van-ban.aspx?ItemID=1269>
- Ministry of Education and Training. (2018). *Circular No.32/2018/TT-BGDĐT: Issuance of the general education curriculum*. <https://moet.gov.vn/content/vanban/Lists/VBPQ/Attachments/1301/TT%2032.2018%20CTGDPT.pdf>

Ministry of Education and Training (MOET). (2022). *Decision on strengthening IT application and digital transformation in education and training for the 2022-2025 period*. <https://moet.gov.vn/van-ban/vbdh/Pages/chi-tiet-van-ban.aspx?ItemID=3161>

Myers, I. B., & Briggs, K. C. (1998). *Introduction to type: A guide to understanding your results on the Myers-Briggs type indicator* (6th ed.). CPP, Inc.

Nguyen, N. A. (2017). Innovating the management of career education activities for lower secondary school students in the current period. *Vietnam Journal of educational sciences*, 145(October), 20-24. [https://vjes.vnies.edu.vn/sites/default/files/145\\_2017-20-24.pdf](https://vjes.vnies.edu.vn/sites/default/files/145_2017-20-24.pdf)

Nguyen, T. N. A. (2023). Application of information technology in the assessment of student learning outcomes at universities. *Educational Equipment Journal*, 285(2), 68-70. <https://vjol.info.vn/index.php/tctbgd/article/view/86234>

Nguyen, H. H., & Le, T. H. V. (2023). Management measures for implementing information technology in high school teaching in Son La City, Son La Province, within the context of educational innovation. *Journal of Education*, 23(12), 47-52. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/799/542>

Organization for Economic Cooperation and Development (OECD). (2004). *Career guidance and public policy: Bridging the gap*. [https://www.oecd.org/en/publications/career-guidance-and-public-policy\\_9789264105669-en.html](https://www.oecd.org/en/publications/career-guidance-and-public-policy_9789264105669-en.html)

National Assembly of Vietnam. (2019). *Law on education*. <https://datafiles.chinhphu.vn/cpp/files/vbpq/2019/07/43.signed.pdf>

Prime Minister of Vietnam. (2018). *Decision No. 522/QĐ-TTg: Approval of the project on career education and student streaming in general education for the 2018–2025 period*. <https://datafiles.chinhphu.vn/cpp/files/vbpq/2018/05/522.signed.pdf>

Prime Minister of Vietnam. (2020). *Decision No.749/QĐ-TTg: Approval of the national digital transformation program to 2025 with a vision to 2030*. <https://datafiles.chinhphu.vn/cpp/files/vbpq/2020/06/749.signed.pdf>

Prime Minister of Vietnam. (2021). *Decision No.2222/QĐ-TTg: Approval of the digital transformation program in vocational education to 2025 with a vision to 2030*. <https://datafiles.chinhphu.vn/cpp/files/vbpq/2022/01/2222.signed.pdf>

Prime Minister of Vietnam. (2022). *Decision No.131/QĐ-TTg: Approval of the project on strengthening the application of IT and digital transformation in education and training for the 2022-2025 period, with orientation to 2030*. <https://datafiles.chinhphu.vn/cpp/files/vbpq/2022/01/131-qd-.signed.pdf>

Tran, P. H., Pham, M. G., & Pham, H. N. (2024). The status of career guidance implementation by teachers in high schools in the Mekong Delta region in response to the 2018 general education curriculum. *Dong Thap University Journal of Science*, 13(1), 227-238. <https://dthujs.vn/index.php/dthujs/article/view/1723>

Truong, T. H. (2020). Career orientation for high school students today. *Social Science Information Journal*, 3(447), 39-45. <https://vjol.info.vn/index.php/ssir/article/view/60295>

UNESCO. (2021). *Digital learning and transformation: Unesco's approach to ensuring inclusive and equitable quality education in the digital age*. <https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>

Watts, A. G., & Sultana, R. G. (2004). Career guidance policies in 37 countries: Contrasts and common themes. *International Journal for Educational and Vocational Guidance*, 4(2-3), 105-122. <https://doi.org/10.1007/s10775-005-1025-y>