



# Weaving Debates and Workplace Narratives

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## Abstract

The study is the first of the two-part series that documents the success narratives of purposively selected post-college debaters from their workplaces and examines how their lived debate experiences impacted their current careers. It utilizes Facebook in posting the question: How has debate impacted your work now? Common threads such as grit, persuasion, world-class views, social engagement, love for reading, clear thinking and expression, multifaceted skills, better character, and spontaneity pervaded the stories shared by the debaters who currently work in diverse fields. The goals are to give a qualitative analysis to the extracted insights from each of the submitted stories and to come up with a collection of narratives instead of the usual how-to-debate reference. Then the compiled debaters' narratives underwent online vetting and reviews for their planned utilization in trainings. The paper concluded with the narratives collection being forwarded to further analysis with leadership, strategy, and ethics as management frames for the second part of the study.

*Keywords:* Humanities and Social Sciences, narratives, strategy, qualitative, Philippines

## Introduction

The question of whether debates are still relevant today resonates more loudly now, given the perceived reluctance of numerous leaders, both local and international, to engage in public debates on their platforms. In academia, the use of it in both principle and practice for classes and competitive discourse has been considered a niche, as debates have not yet reached the masses.

Debates form part of the Commission and Higher Education's approved tournaments locally, regionally, and nationally. International and world debate tournaments are also being held and are participated in by Filipinos regularly. The research intends to document by way of post-college debaters' narratives how the debating skills learned in college are being applied in the alumni debaters' varying workplaces such as Business Process Outsourcing, consultancy, finance, education, law, construction, cooperative, and medicine.

Why resort to public narratives? In his article, McKenzie expounds on how polarizing narratives corrupts our hearts and redefine our faith. Fact-based political arguments play a minuscule role in influencing the votes that we cast. The most persuasive political arguments come packaged as stories. They are narratives that help us to situate our lives, explaining who we are, what we should fear, and where our hope lies ... (Mckenzie, 2021). The former debaters' voice through their stories therefore must be heard and if feasible must be transformed into policies.

Equipping this generation of students, we contend, must not be left to harnessing Artificial Intelligence alone since we are to nurture critical thinking, communication, and leadership, which were the bedrock of strong education from the start. We have no other recourse but to look deeper into more progressive ways of empowering them.

The workforce in the 21st century has been described by scholars and companies in various sites and publications as needing multidisciplinary and interdisciplinary skills for them to cope and succeed in the industry suffused with digitalization and health crisis. QS World University Rankings notes that as the world recovers from the impact of the COVID-19 pandemic, the importance of graduating with the skills and qualities required by modern employers has arguably never been greater (QS WUR, 2021).

This documentation is vital in gathering feedback on how impactful or not college debates were on the lives of the post-college debaters most specifically on how the skills they were expected to gain made them competent in their present careers. The paper will also attempt to strengthen public speaking clubs' training and coaching strategies through a narratives' collection for the next debaters so that they would be responsive to the demands of the industry and so that the research takeaways would be included in academic and administrative policy-making. Now is indeed an opportune time to check how Sorsogon City alumni debaters are — specifically how the debates they had engaged in school did or did not impact their careers later on.

The theoretical foundation of the research is a spin-off from the presentation by Charlene Li at the Philippines AdCongress on November 17, 2011 in Camarines Sur, Philippines. Charlene Li underscored the value of the four goals towards results. In the nexus of the four goals, we see dialogue which indicates interaction and openness. The support from the debaters coalesces with dialogue towards learning while innovation is implementing tasks in new ways. The three are encapsulated by a meaningful learning process towards recalibrated debate strategies. Based on the discussed theory, the researcher theorizes that insights drawn from debate narratives shall assist debate enthusiasts and future professionals in rethinking their training paradigms (Jasmin, 2013).

The researcher came across these literature, studies, and articles related to the present study.

Abad studied the Tanghalang Ateneo alumni (Abad, 2009) and his artistic study inspires the paper's methodology. His paper shows the successful joining of empirical method and qualitative method as the researcher identifies the informants' vital points. Abad's probe is connected to the present paper since his extracting of qualities inspired how the reflective analysis of data was conducted here. It's Dr. Ricardo G. Abad's work that paved the way for this inquiry; his vision of checking if theater helped his alumni or not reverberates to all school clubs and fields everywhere as regards their efficacy and impact.

Narmaditya and Omar studied Debate-Based Learning and Its Impact on Students' Critical Thinking Skills (2019), which shed light on the implementation of debate-based learning models on critical thinking skills of economics students in senior high school. They found out that the implementation of debate-based learning can stimulate students' learning activities and critical thinking skills. While that was their track, the paper here tries to look at other ways of teaching debate with the most beneficial effects, especially beyond school.

Cornell University Cornell Bowers College of Computing and Information Science studied implications in online debating saying that social interactions are more important than language in predicting who is going to succeed at online debating (2019) while Danxi Shen from the Harvard Graduate School of Education in ABL Connect reports on the successful uses of debating in a variety of disciplines. Her article does not discuss directly and at length the debating's impact on workplaces.

Parmanand's The Philippine Sex Workers Collective: Struggling to be heard, not saved (2019) deals with a different subject but her treatment of her study on the life stories of sex workers inspires the researcher too to dig deeper into the dynamics of debaters' actual experiences during their debating days in college. The connection or disparity between alumni claims and their lived debate experiences are looked at from a fresh frame as a guide for the next batch of debaters.

The published paper by Rodger and Stewart-Lord which dealt with the Students' Perceptions of Debating as a Learning Strategy: A Qualitative Study, dealt with perception on debates' educational efficacy (2020). This paper went further by going directly into the graduates' workplaces through the personal narratives delivered by the debaters themselves.

Hansen in his article The U.S. Education System Isn't Giving Students What Employers Need (2021) writes that there's a direct disconnect between education and employability, where employers view universities and colleges as the gatekeepers of workforce talent, yet those same institutions aren't prioritizing job skills and career readiness.

This spurs the writer to look at the nexus or disconnect between the company's actual needs to perform jobs and how students are gaining some employable skills through debating.

The cited studies practically boil down to employability issues, a probe into actual lived experiences, or other aspects of debating benefits. Except for Abad's work, whose approach is closer to this probe, there is no specific previous study that deals directly with the debate-workplace nexus, which is tackled at length in this paper.

## Objectives

To address the identified research problem these objectives are set. The paper aims to document the success stories of debaters in workplaces; to develop a debate narratives collection to assist the debate community; and to confirm and later utilize the developed narratives collection for training.

## Methodology

### Research Design

The two-part series paper is a descriptive study that utilizes Facebook in seeking narratives' reviews and in posting the question: How has debate impacted your work now? Clarificatory questions were also prepared in the researcher's interview guide. This generated comprehensive data as the researcher looked at social media posts reflective of the characteristics of other debaters from various institutions and later scrutinized elicited responses from purposively targeted alumni debaters. The study employed qualitative tools in data collection like posting of a key question with constructed open-ended queries and gathered reviews on a compiled set of narratives through social media. In-depth stories may not be given the prominence they deserve when statistical tools are used thus this utilized approach.

The study's context covers Sorsogon City alumni debaters purposively chosen from the previous years when the researcher was immersed in debate coaching. Both narrative and evaluative, the key informants of the study who responded were eight alumni debaters from Sorsogon City and eleven narrative collection's reviewers who are active on social media. The eight former debaters forwarded exemplar narratives for Facebook posting representing a heterogeneous patchwork of workplaces such as Business Process Outsourcing (BPO), consultancy, finance, education, law, construction, cooperative, and medical field. For representativeness, the researcher made sure that there were diverse professions, sectors, and workplaces tapped and subsequently for validation, there were 11 reviewers with debating credentials inclusive of those living outside of Sorsogon City who were sourced for feedback, even for contrarian comments through informal interviews, conversations, reading, and interactions online.

The researcher collected data from alumni debaters at work and from those who are active on social media. The researcher extended data collection by taking notes, interviews, and conversations with additional eight debate supporters and stakeholders who were active online during the inquiry. The succeeding months were spent on arranging only the pertinent points gathered from online sources and later on integrating them into categories. The narratives submitted and the data found were annotated and analyzed under clustered descriptive frames. To corroborate the findings, the researcher in consultation with stakeholders decided to capture the nuances through analysis and interpretation of the extracted data from the narratives' feedback. The writers of the narratives welcomed the feedback on social media as together they reminisce the past debate trainings. Informants were all treated with respect and confidentiality with requests forwarded to them, giving them ample time to write their own narratives and securing their informed consent to social media posting and publishing of their shared narratives.

Commencing from the first quarter of 2020 to the narratives' consolidation in October to November 2021, it was a couple of years of project documentation, note-taking, and analysis extending up to the next part of the paper which was set from December 2021 to 2022 to look at leadership, strategy, and ethics as management frames. The program interventions phase in which the learnings and inputs from the research were applied, was conducted from 2022 to May 2024 until February 2025.



The triangulation of methods such as interviews with respondents and informants, observation of participants, and careful reading of all primary digital and printed documents that were found were utilized in this paper. (Wellington & Szczerbinski, 2007).

## Results and Discussion

The debate craft has engendered many preconceived and deserved notions. As there are innumerable ways to debate, there are also myriad ways to look at the craft and its aficionados – the debaters, organizers, audience, and adjudicators.

Debate is a formal contest of argumentation between two teams or individuals. It emphasizes reasoned argument, tolerance for divergent points of view, and rigorous self-examination. It is a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals, or personal bias. It rarely ends in agreement, but rather allows for a robust analysis of the question at hand (UP Debate Society Educational Affairs Committee Lecture, 2009).

First, we look at history. The one which is available as historical data on debating in Sorsogon is chronicled in the article *From the Horse's Mouth* in the book *Tracing from Solsogon to Sorsogon* by Jesus Y. Varela, Bishop Emeritus of Sorsogon. This was after the Second World War when they used the Oxford-Oregon format in their bouts. A huge leap from that time to the early 2000s is shown in the incremental pace of debate development; indeed, not much is written about debating in Sorsogon National High School (SNHS) except when it was formally launched on November 13, 1999, as a Society. Using the Oxford-Oregon format, SNHS then later won as regional champion in 2002, as the first runner-up on the national level using the Asians Parliamentary format in September 2005, and as Sorsogon City champion in 2007 using the British Parliamentary Debate format. After several years, SNHS won as champion again regionally in 2019. It is worth noting though that SNHS started its debate with only five members in 1999; today it has grown in membership exponentially. Sorsogon State College also won the championship five times locally (LD Cup), regionally (Roco Cup), and nationally (South Luzon Xavier Cup) for the years 2009 to 2012 and 2014 both using British and Asian Parliamentary formats. SSC Laboratory High School also won Champion in the LD Cup in 2014 while SLMCS had double wins in the Sorsogon City Intervarsity's in 2012 and 2013. Records also show that victories in parliamentary procedure, comedic public speaking, and adjudication abound Sorsogon City Schools through the years (Jasmin, 2015). The latest debate tournament participated in by Sorsogon debaters from the Aemilianum College, Inc. School of Law in Sorsogon City was the First Calleja Inter-Law School Regional Debating Championships held on February 21-22, 2025.

This paper takes the opportunity to check how these graduates are -- specifically how the debates that they engaged in school did or did not impact their careers later on. Would the debaters respond at all? Thankfully, they did.

## In Post-debate Workplaces

*How did school debates impact former debaters? How has debate impacted their works now?* The gathered informants' responses below yielded a confluence of relevant finding. These are all capped by overarching descriptions and clustered analysis. As the results and narratives' reviews later would reveal, there is a lot of stories to be said; everyone seems to have the propensity for storytelling. Thus, weaving debates and workplace narratives seamlessly, the writer was able to do.

## Grit and Persuasive Communication

In the BPO, what stood out was the significance of persistence and passion amidst a pressure-filled setting. Debates had polished up the qualities that they needed for work.

“Lea” concurs, *“The experience was priceless and very rewarding. I remember, we were very passionate about it. It took long hours to practice, so we can prepare for the tournament. We listen intently to every feedback that way we can improve. We stressed it. We bled to get the skill.”*

She adds, *“The set of skills that I’ve learned in debate help me get a job in the BPO industry which values creativity, persuasion, collaboration, leadership, and adaptability... Debate enhanced my listening, writing, speaking, and thinking skills which helped me perform in the workplace.”*

Lea presented an honest depiction of the rigors that debaters have to go through. Her reflection indicates the long hours and sacrifices spent in debate practice and later on its rewards. Hers is a story that doesn’t shirk from acknowledging even the hard truths in pre-debate tournaments. Truth be told, in actual debate tournaments there was also an intense pressure to win so they work hard. The good thing is that other narratives that may mislead trainees specifically neophytes are preempted by this narrative.

## A World-class Worldview

“Maricel” on her end doesn’t startle us with, *“Of course, the manner of expressing ideas is of similar importance. Confidence plays a key role, but respect also helps ensure that these ideas are not shunned. In other words, no matter how brilliant the arguments are, if these are rudely presented, the clients will not appreciate them. Though my experience with debating was short-lived, it did provide me with the key to start opening opportunities that helped improve how I think and how I speak. I think every child should have the chance to do proper debates as critical thinking and public speaking are not just tools to further one’s career, but they are a necessity.”*

This thought indicates that debating as an aid in proper expression can be a treasure trove of in-depth discourses especially its craft’s applications to the complex, edgy, and sometimes ruthless corporate world. After all the hardships during the trainings, self-discovery and transcendence would eventually emerge later at work and would be legitimate providers of pointers since they give nuanced details to the intricacies of both pains and gains that a debater-trainee possesses. Transcendence refers to the learning that linger in us and to the legacies we want to leave behind. Debating can be daunting for some people especially with the thought of incurring losses in tournaments, however when one’s self-worth later on getting tougher, it is likely for one to bounce back in the field of work and in life in general. This is what you carry with you – a much stronger personality. Upon reading her narrative, persuasiveness among other qualities stood out.

## Social Engagement

“Richard” writes, *“As an adult, debating taught me to be more socially conscious and to be more politically aware of the current affairs – especially now that there are a lot of things happening in our world lately. It also aided me in how to separate and distinguish between fake news and real news – to be diverse and mindful of a whole range of social issues.”*

A typical, reasonable, global citizen who gets socially aware as he matures is underscored here. Debates are perceived by some people as counterintuitive; some people say that debaters tend to be argumentative hence at workplaces they may later undermine the firm’s productivity. On the contrary, the deeper expe-



rience that Richard went through taught him to understand the world even more. In time Richard seems to have understood himself, his society, and his workplace even better.

He further writes, *“Lastly, I think, debating not only touches me to be more politically and socially conscious, but it also helped me acquire a different worldview too. Debating means individuals study topics that they wouldn’t normally consider, meaning they have a deeper understanding of society and the world in which we live. An expanded worldview encourages an individual to be proud of their talents and achievements, in addition to being more appreciative of the opportunities that await them. Debating in college enhanced my interpersonal skills, taught me to be more socially conscious and have lateral thinking. It taught me how to boost my confidence which has been invaluable in my career. But most importantly it taught me how to see an argument from other perspectives than my own and see the world from different perspectives.”*

Bertrand Russel writes in “The Taboo on Sex Knowledge”: The desire to understand the world and the desire to reform it are the two great engines of progress, without which human society would stand still or retrogress.” Lea, Maricel, and Richard’s discourses practically revolved around the same knowledge, attitudes, and skills that they have gained from debating which proved to be useful in their fields. The self-assurance and expanded worldview that they needed then was boosted. Coincidentally, they all come from the corporate world.

### ***The Love for Reading***

Educator “Ken” ponders on the value of reading, *“The craft of debating has opened many doors and opportunities in the profession that I am in now. The craft helped me develop not only my critical thinking skills but also the way by which we can have the freedom and the platform to share our ideas and our points of view with the current status quo and with this I have logged many hours reading newspapers, magazines, and journalism. It gave me the love and passion for reading and it also created a way for me to understand and have my own set of ways to study in motion... After my graduation, I was given a chance to be a part-time instructor at the tertiary level and it led me to start having my profession in the academe. I have been teaching in the academe for almost 6 years now and I can say that I owe a lot to the craft -- the countless hours of training helped me in being a teacher to students who have the desire and passion to reach for their dreams and aspirations.”*

That one emerges to be a much better individual and professional – a people-person with a love for reading which can be an index of the debate craft being both edifying and transformative. Ken’s ideas give pointers on how to navigate their way through debate tournaments and on how the next batch of debaters can calibrate their steps in the workplaces on the horizon. Ken now looks at his chance to transmit the ability to dream and aspire for something bigger. The researcher deems that his shared ideas also underscore the rewards of the passion for arguing which led to the passion for reading.

The story by educator Ken and the succeeding narratives both contain parallels in that they all deemed debating as a major contributor to their self-reflection and professional development. That seems noteworthy as it transcends the technical benefits one can get from the craft. For instance, while the Ken dealt with critical thinking and transcendence with his students, Richard tackled the overarching value of liberality in looking at the world.

### ***Clarity in Thinking and in Expression***

Lawyer “Phil” intimated clarity as he shows his being technically equipped by the wealth of his debate experiences. He turned out to be methodical and strategic in his decision-making which by close reading

would impress us. Thrust into the legal field, he took pride in what he learned from debating and how it guided him when he navigated through his profession with courage, integrity, a razor-sharp mind. Just imagine what students can become if the club leaders in our schools would further hone their skills through coaching and mentoring. Phil's very clear exposition is worth-reading and a gem. Today he fights for causes on platforms that are much bigger and powerful in scope; now he uses the craft to pursue truth and justice.

*"Debating helps a lawyer in many ways: First, debating trains a lawyer's mind to analyze facts. A lawyer or even a student must not only know or memorize the law. He must be able to operationalize it given a set of facts. Debate sharpens the mind to consider which facts are material, which ones are not. It is like a wedge that cuts thru a series of layers until the essential is separated from the non-essential. Second, debate develops the discipline of having proof or legal basis. A debater does not only give arguments. A good debater knows that an argument with no proof or basis is mere speculation. In the same manner, a good lawyer knows that allegations do not constitute proof. One must have a solid ground like a provision of law or jurisprudence to make a case. Finally, debate trains a person to express his thoughts or ideas well. This is very important. A good debater is not only someone who can make good arguments. He should also express his arguments well. Unless an argument is expressed - either in speech or in writing, an unexpressed argument remains an unspoken idea. In the same manner, a good lawyer writes his pleadings well. His ideas and the presentation of the same must not be cluttered. His arguments must be presented in a concise, logical way."*

### ***Multifaced Display of Skills***

Professional autonomy and growth mindset seem to permeate further responses. Take the case of Daryl. Strengths are stressed in his reflection with a list of ways by which debating forwarded a myriad of skills towards one's actualization. What is noteworthy in his shared list is how much he brought himself into it. As Gia Storms in her article puts it, "Telling personal stories helps lead to more trust in relationships. Research tracks three key drivers of trust: authenticity, logic, and empathy. We tend to trust people who we believe are acting as their real selves and demonstrating empathy. Increasing realness and humanity by sharing personal stories is one powerful way to build that trust." (Storms, 2021)

Engineer Daryl shares, *"Here are 10 ways that debating helped me get through with my daily task: 1. Be a better critical thinker; 2. Articulate my thoughts; 3. Think on my feet; 4. Show some empathy; 5. Keep my emotions in check; 6. Construct meaning out of complex situations; 7. Presentation skills; 8. Confidence boost; 9. Be more socially conscious; 10. Debating made me better in a little bit of everything."*

With all these ways being shared with us, the required professional skills, attitudes, and abilities in the future are already assured.

### ***Character Development***

When asked how debate impacted his work now "Vim" who is into cooperative work now responds in a mix of Filipino and English.

*"Overall character development. On my self-esteem, on my attitude on how to present myself with formality and composure. Naapply ko siya sa trabaho ko." ("I apply it at work.")*

This seems to indicate that debate is also in the business of projection. The matter-of-fact delivery by Vim drives home with clarity how he views the skills that he has acquired from debating and how they continue to assist him in his work today. His straightforward and unembellished comments seem to encapsulate most of the narratives in this paper. Definitely, in one's simplicity and candor one can find the truth.



## Spontaneity and Articulateness

“Billie” suffuses her forwarded notes with gratitude. Let’s read on.

“Thank you for teaching us through debate - which was about critical thinking, being confident, getting things together and public speaking, which are all life skills! For letting us experience life outside Sorsogon, we love the debate competition (...). But thank you for being passionate in teaching us back in high school. Those lessons and debate sessions had so much impact in my life and I'm using those skills in my profession where there are so many reports and presentations.”

Her posted narrative afterwards states:

*“Debate helped me improve my self-esteem, boost my confidence, expand my critical thinking skills and heighten my freedom of self-expression. I remember back in high school where we would be given a topic to discuss or debate on, anything under the sun. We were encouraged to read and read. This has helped my knowledge expand and my world become larger. We should be able to formulate sentences for good defense or rebuttal in just a short span of time. We worked in teams and supported each other. Then, the most nerve-racking of all, be able to talk in front of a crowd whether we were ready or not. Public speaking was the hardest of all! And after that, we would get constructive criticism with how we discussed, how we pronounced the words, and how we did as a whole. We were a bunch of teenagers with a lot of angst and debate was a way for us to unload and express, at least for me it was! (...) I appreciate the moral support, the encouragement, the constructive criticism that you have given us. I appreciate that you exposed us to another world, the world of debate and public speaking, where we traveled places to be able to learn more, experience more, and meet more people. (When you’re in high school, you are just in this little bubble and you think the world is small.) Thank you for expanding my knowledge, my skills, my world! Oh, public speaking is such a life skill!”*

Whether we agree or not to her personal views, the raw texture in her sharing made her forwarded points not just evocative but also authentic. While it’s true that one’s personal development is a product of long years of exposure, what this paper has found out is that debate made a significant imprint in those people who went through it. Learning skills from her other life’s experiences and from learning from her debate experiences are not mutually exclusive; they in fact complement each other. Debate helps build the foundation and even reinforces the succeeding skills that are learned from other exposures in life.

It is worth mentioning, though, that what was deemphasized in all the presented narratives was the need for language proficiency both in English and Filipino, and the seeming lack of exposure, which was a concern among students coming from the province. On the whole, it’s all in hindsight now. What was given more emphasis in the shared stories was the dynamics of success with career benefits that post-college debaters relish. The challenges of the real world seem not to bother the former debaters anymore. What surfaced in the narratives was a deeper probe into their lives now. As inspired by Parmanand’s work in 2019, digging deeper into the dynamics of actual experiences during their debating days in college, juxtaposed with lived debate experiences when looked at from a different perspective, offered benchmarks for succeeding arguers and communicators. Abad’s look at the theater alumni in 2009 can now stand side by side with this paper’s look at the debaters alumni. Previous studies with a particular debate strategy for teaching debate are extended in the present probe with another set of approaches.

## ***Validation: Digital Feedback for Training Utilization***

The feedback on the narratives collection with woven narratives was pervaded by positive responses. Comments gathered from reviewers ranged from *Love it; Very good; Okay; Of course it's okay; Interesting; Is it okay if I answer later?; We support that; Excited na ako na mapublish (I'm excited that it's gonna be published.); Superb; More please...; Very nice – congrats for having such a project!, Inspiring article; Couldn't agree more!; Wow to heart and clapping emojis up to indifference.*

There were specific comments on how impactful debating was to the different professions and workplaces. The observation was while debates were fraught with exponential benefits for their professional work today there were also detriments glossed over in the posted narratives. There was no detailed feedback anymore on perennial challenges before like the challenge of language proficiency and the lack of international exposures by debaters; persistent issues on fairness in adjudication during local tournaments; relevance of tackling controversial issues in schools without alienating people with moderate and conservative stances; how hard some debaters would take it when they are not chosen to compete in regional, national, and international tournaments; and the intense pressure to win that schools usually put on debaters. There was a tendency for the perception in the narratives to be romanticized but on the whole, they did not dilute the recalled euphoric experiences. Again, this must be the benefit of hindsight on the part of the debaters.

The narratives are posted and are being read on social media until now. The next step is to work upon the internationalization of narrative's coverage with debaters who are working overseas to share their stories too hence creating a global backdrop for discourse and engagement.

## ***Recent Trainings with New Debaters***

There seems to be a consensus that debating, being a dynamic craft is best learned by rigorous practice and by joining actual tournaments rather than by reading a step-by-step guide for new debaters hence the researcher's vision of showcasing narratives has served its purpose. This is where the need for rethinking of training methodologies would come in.

Reading an evolving and expanding patchwork of narratives that highlighted the key inputs gained from school debating and contests is a welcome step towards fresh directions. The articles must have reminded reviewers that post-college narratives were seemingly lost voices found again – voices that are finally heard and read online and are now being woven into a tapestry of institutionalized methodologies and impactful policies for all.

These key inputs, learnings, and methodologies were incorporated into the 1st College of Teacher Education and Midwifery (COTEDM) Impromptu and Debate Festival on May 9, 2024 where the researcher was the organizer. They were further utilized in the recently concluded First Calleja Inter-Law School Regional Debating Championships. This event hosted by Sorsogon City was participated in by law school debaters from the Bicol region on February 21-22, 2025. The researcher served as a resource person in its February 8 webinar and in its February 21 briefing for participants, debaters, and coaches. The researcher also served as an adjudicator in the tournament's February 21 debate rounds and as the host and moderator of its grand finals in February 22.

## Conclusions and Recommendations

In sum, the paper documented the success stories of debaters in their workplaces, developed a 'debate narratives' collection to assist the debate community, and vetted and planned the utilization of the developed narratives collection in trainings. During the process of validation, comments from netizens on how impactful and empowering debating was, consistently surfaced in the documented stories written by post-college debaters. Social media comments on published stories were both nostalgic and nuanced according to how their lived debate experiences were instrumental in shaping their current workplace skills. As for findings, overarching career impacts like grit, persuasion, world-class views, social engagement, love for reading, clear thinking and expression, multifaceted skills, better character, and spontaneity were some of the skills inferred from the narratives by debaters who currently work in Business Process Outsourcing, consultancy, finance, education, law, construction, cooperative, and medicine.

The feedback to and validation of the narrative's collection which wove the stories were mostly positive and that indicated the exponential impact that the craft had on their present work. It's been noted though that while debates were fraught with benefits in their professional work there were also some detriments glossed over in the narratives. This must be the benefit of hindsight – the bigger picture gets clearer for those who engaged in the craft. The narrative collection's vision of showcasing stories served its purpose because there was a consensus that debating is best learned not by reading a step-by-step manual but by perusing the experiences of debaters and certainly by joining tournaments; holding regular tournaments is then advised. These are the possible entry points for rethinking of training methodologies in the academe. True enough, tournaments lately were held where the learnings from this paper were shared with the new generation of debaters and coaches.

Finally, the paper offers some recommendations. An interesting area for future research may be a follow-up paper that keeps track of the new demands from work especially after pandemic from the perspective of the next batches of debate alumni. Another possible inquiry is looking at how online debating occurs now and what lessons we can extract from there to lay wider paths for attuned training mechanisms in different clubs. Moving forward, extracting dominant themes from narratives on leadership, strategy, and ethics for management discourse and classes may also be explored; all of which are worth considering and are thus proposed in the next study.

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