



# Career Mapping

*A Career Development Tool for Senior Secondary Students*

2013

This Book Belongs to :



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## The WHAT, WHY and HOW of Using“Career Mapping”

### Prologue :

Career planning involves the exploration of one’s life and career goals. It can be a prolonged process of actualizing various goals in different time and space, including work, family, study, etc. In short, while looking for the right direction for stretching your potential and striving, you need equipment like a compass and a map which can help lead you to your desired destination. Various studies provide evidence that young people with clear goals (academic or career) gain more satisfaction in their learning, have better achievements and thus enjoy a higher chance of success in pursuit of tertiary education or professional training.

Senior secondary learning is a new challenge to everyone. And every student has the right and responsibility to be in charge of their school life, their learning and study choices, which form the foundation of their life planning. *The ‘Career Mapping: A Career Development Tool for Senior Secondary Students’* is indeed a continuation of ‘*Finding Your Colours of Life*’. One of the key tasks for senior secondary students is to think and plan carefully for their future, including learning how to develop their full potential. The Career Mapping thus serves multifaceted and inter-related purposes :

- ★ Facilitating students’ self-understanding in academic interests, abilities and career goals;
- ★ Providing students with up-to-date information and exploration tools on study paths and opportunities for professional training;
- ★ Motivating students to formulate their action plans on study, further studies or potential careers; and
- ★ Preparing students for individual production of Student Learning Profile (SLP) by collecting data and giving reflective accounts of their secondary school life, which is also an important part of their career portfolio.

What is a ‘portfolio’? It is a record of one’s growth in the on-going process of self-exploration and reflection. For senior secondary students, after six years’ learning at secondary level, they should be able to use it to summarize their achievements. In order to pave the way for future career, they need to understand themselves, including recognizing their own strengths and weaknesses, and have adequate knowledge about the senior secondary curriculum. Most importantly, they should keep reflecting on, evaluating, reviewing and updating any plans while moving onwards to their career goals.





### A Few Words to Parents

Parents are key supporters to students in their pursuit of career goals. Your support can make them more confident when setting their life goals, **YET YOUNG PEOPLE SHOULD BE GIVEN SPACE TO GROW AND LEARN** such as learning how to make decisions, to be responsible for their own choices, and to go through the tough process of actualizing their study and career aspirations independently. Here are some suggestions for your participation in the process of Individual Student Planning.

- Supportive
  - Motivating
  - Respecting
  - Empathetic of their confusion and limitations in making decisions
  - Understanding that every child is unique and so there is no RIGHT or WRONG choice
- 
- Encouraging them to set realistic short-term and long-term goals
  - Encouraging them to participate in a larger diversity of different learning experiences to explore their potential and career interest
  - Encouraging them to make an Individual Student Planning Portfolio with records and evidence of their involvements / achievements in various aspects
  - Discussing with them matters related to study, further studies and career development
  - Discussing with them their interests and hobbies; also figuring out what courses they like and dislike and how they can achieve their goals
  - Collecting and discussing with them information about the post-secondary study or training needed to fit their career plan

### A LETTER TO STUDENTS USING the "Career Map"



Dear Student ,

Career Mapping is neither an atlas nor a routes map. We believe that you play an active role in planning your career and life path. This map is meant to help you find out **WHERE** to start, pause and move on with confidence, especially in times when you feel puzzled. Every Station in this booklet can allow you to discover more about yourself, including aspects or issues you have never thought of or avoided. But every single outcome at each station can not only boost your confidence to move forward, but also increase your understanding and knowledge of future career opportunities. All this serves as a compass for you to move on to the next station.

Have you ever thought of being the master of your own future? Surely, you **CAN** ! With the help of this booklet, you can make **INFORMED CHOICES**. What you need is trying every possible way, which means being persistent, to get closer to the goals you have set.

There are a few things to bear in mind :

#### 1. Think seriously

Spend time on self-understanding – your dreams, interests, personality and skills. Believe that you are valued and you are capable of contributing to society. Once again, the first and foremost thing is to know **WHO YOU ARE** .

#### 2. Pursue your dream

What is your dream? What is your aspiration? Do you know how to actualize it step by step? Knowing the answers to these questions does not guarantee success, but you stand a higher chance of achieving it.

#### 3. Find a support partner

Before you start your journey, find a **SUPPORT PARTNER**, who can be your parent, school teacher and even your friend – someone you trust, you are willing to listen, and willing to give you objective advice. However, you are always the one to study, and finally, the one to choose your occupation and experience your career.

Hope you enjoy the journey !

Your supporter



## Station 1 : Managing My Learning

If you have completed the junior Individual Student Portfolio “ *Finding Your Colours of Life* ”, you would have set a “ tentative study plan ” for senior secondary studies. The beginning of your senior secondary planning is to REVIEW your tentative study plan by HONESTLY rethinking how you have adapted to S.4 life, whether there is a need to make adjustments to the plan before you are promoted to S.5, and most importantly, what further ACTIONS you need to take to improve your learning.

It is time to review your plan by considering the following:

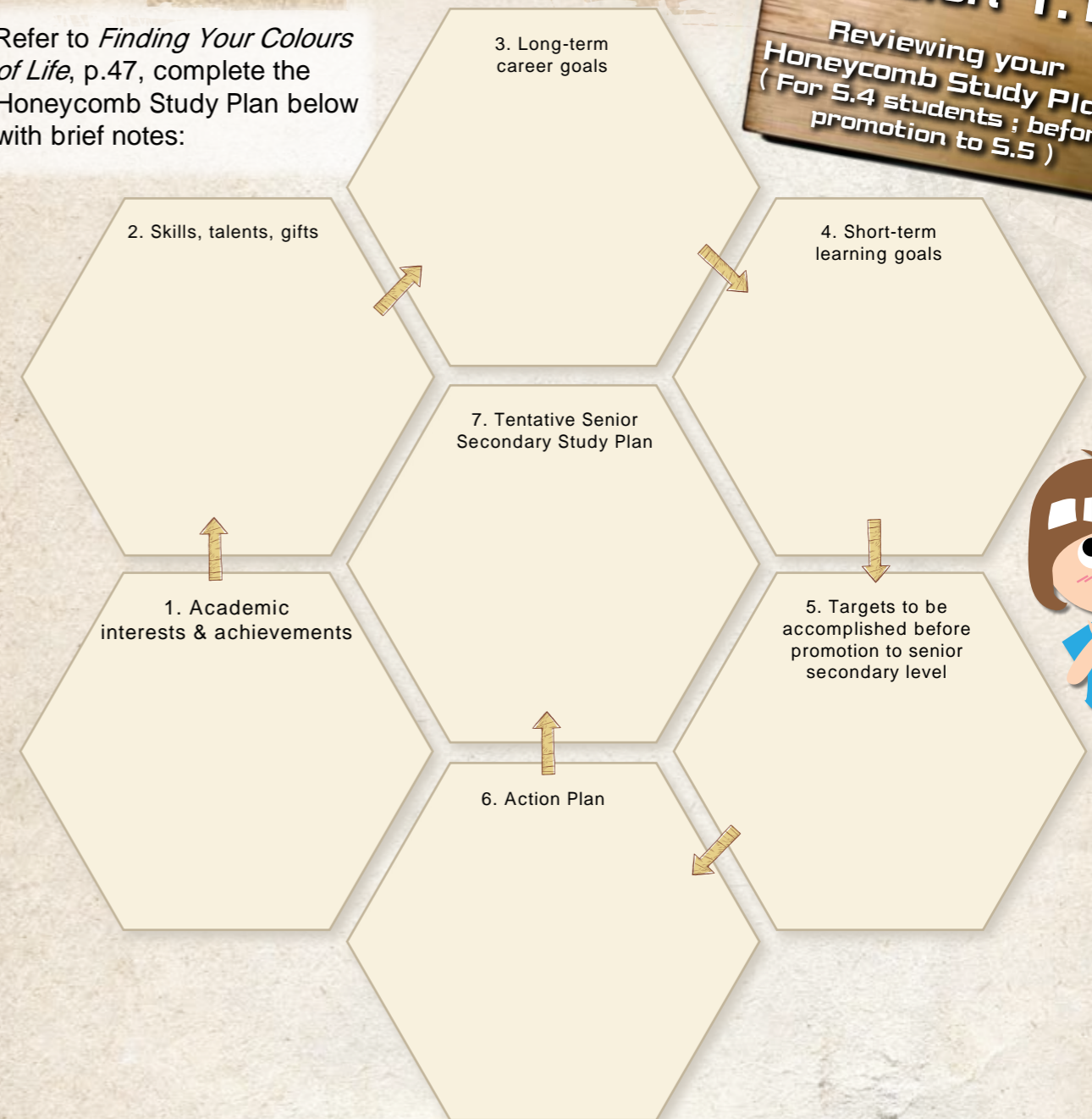
- Can you keep pace with others in your learning?
- Are you satisfied with your performance in all subjects? Why?
- Do you need to make adjustments to the plan before you are promoted to S.5? What would you do to improve it?
- Would you consider changing your electives or take one to two Applied Learning courses?

If you do not have a track record of “ *Finding Your Colours of Life* ”, you can start with your current S.4 study choice.



## Activity 1: What happens to my Honeycomb Study Plan?

Refer to *Finding Your Colours of Life*, p.47, complete the Honeycomb Study Plan below with brief notes:



**Station 1.1**  
Reviewing your Honeycomb Study Plan  
( For S.4 students ; before promotion to S.5 )



### Pause and Think



How successful are your Action Plan and Tentative Senior Secondary Study Plan in the honeycomb chart above?

What contributes to your success in achieving your goals and what stops you from achieving your goals?

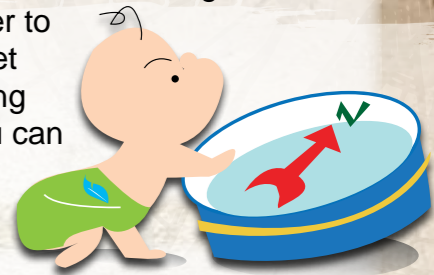
## Activity 2 : Checking My Progress :



Subjects taken	Learning Progress	My Progress	Learning Target
	Refer to Finding Your Colours of Life, p. 24 - 44, jot down a few key points about how you can learn this subject effectively <ul style="list-style-type: none"> <li>• How effective are my study strategies?</li> <li>• How much time have I spent?</li> <li>• Are the plans I adhere to effective?</li> <li>• Are there any exceptionally good strategies?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my marks/levels?</li> <li>• Have I been praised for work or skills in this subject?</li> <li>• What achievement and/or difficulty do I have in this subject?</li> <li>• Am I confident to do well in the coming two years?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I want to keep this subject as one of my Xs in S.5 and S.6?</li> <li>• If so, what is my target level in HKDSE?</li> </ul>
Chinese Language			
English Language			
Mathematics			
Liberal Studies			
1X :			
2X :			
3X :			
Other Language(s):			

## Station 1.2 : Acting to Learn

What do you find about your learning in the previous Station 1.1? Whatever your current situation is, you can do something proactively for **IMPROVEMENT** – in order to meet your goals. This station helps you set your action plan(s) to improve your learning in the coming 2 to 3 years. First of all, you can have a review of your learning style.



### Activity 1: My Learning Style

Understanding **HOW** you learn most often or with the best outcome helps you make sensible and practical planning in learning. Tick  the items that describe your learning habits:

#### Where do you learn best ?

- In classroom
- In library
- At home
- In a study room
- Others (please specify) : \_\_\_\_\_

#### What materials do you find useful in learning?

- Textbooks, worksheets, teacher 's notes
- Notes taken or learning log book
- Videos, photographs, diagrams
- Computer programmes or learning software
- Other materials : \_\_\_\_\_

#### What methods help you to learn best ?

- Listening to a teacher or tape
- Discussing with others
- Reading textbooks and writing notes
- Watching demonstrations
- Trying things out for yourself
- Other methods : \_\_\_\_\_

#### Whose help do you prefer ?

- Teachers
- Private tutors
- Friends or seniors in school
- Other people : \_\_\_\_\_

#### What learning style(s) do you prefer ?

- Looking at things or having a picture of them in your mind (visual methods)
- Listening to others (auditory methods)
- Working on things (physical / experiential methods)
- Instructing others (e.g. being a subject tutor of your friend)

To sum up, **WHAT METHODS** enable you to learn most **EFFECTIVELY** ?

## Activity 2 : My Learning Plan



### Remember the SMART model?

Tips for devising your action plan – be SMART <sup>1</sup>

- Specific What tasks or actions need to be done?
- Measurable How can I claim success or achievement?
- Achievable Can the tasks or actions be completed in near future?
- Realistic Can I handle tasks or actions with my ability?
- Time check When is the deadline for completion of action plan?

Based on the last few activities, can you identify some areas you need to improve in your learning? Which one or two of them will be of higher priority? Following the SMART model, try to derive ONE or TWO Action Plans on Learning <sup>2</sup>. (e.g. Target: To get improvement in Mathematics; Action Points: (1) Practise 20 multiple choice questions every week; (2) Talk to my Math teacher about my weaknesses and suggestions for extra work)

Target : \_\_\_\_\_

Starting date : \_\_\_\_\_ Date of Review : \_\_\_\_\_

How I will know I've met my target ( Ways to measure my successfulness ) : \_\_\_\_\_

Action Points :	By When?

Target : \_\_\_\_\_

Starting date : \_\_\_\_\_ Deadline : \_\_\_\_\_

How I will know I've met my target ( Ways to measure my successfulness ) : \_\_\_\_\_

Action Points :	By When?

<sup>1</sup> SMART model adapted from Progress File, produced by the Department for Education and Skills; Getting Started, Section 7 Action Planning.  
<sup>2</sup> Format of Action Plans on Learning adapted from Progress File, produced by the Department for Education and Skills; Moving On, Section 2 Planning for learning.

### Station 1.3

Revisiting the Senior Secondary Study Plan for S.5 and S.6  
(To be done before promotion to S.5)

If you are given a chance to adjust or modify your senior secondary study choice, will you make changes? It should not be a simple YES / NO answer – making “changes” without reasons does not guarantee better results. Review your answers in Stations 1.1 and 1.2 and find evidence for your decision. Share your thoughts with your support partner and seek advice before your make a final decision.

Adjustment(s) made in the Senior Secondary Study Plan	Reason(s) for change	Feedback from Support Partner
1.		
2.		
3.		

### My Final Senior Secondary Study Plan

This Plan is finalized on: \_\_\_\_\_

<p><b>Compulsory Subjects :</b></p> <p>Chinese Language</p> <p>English Language</p> <p>Mathematics (with/without Extended Module)</p> <p>Liberal Studies</p>	<p><b>“ X ”s to be taken :</b></p> <p>1X : _____</p> <p>2X : _____</p> <p>3X : _____</p>
<p><b>Applied Learning Courses (if any) :</b></p> <p>1. _____</p> <p>2. _____</p>	<p><b>Other special learning targets, if any :</b></p> <p>_____</p>

# Station Plus Progress Checkpoint

Have you taken up any challenges in Career Mapping? If so, can you provide evidence of completing the stations successfully? And most importantly, have you experienced learning and growth through the challenges? The following table helps you, your support partner and career teacher to log your progress. Put the date of completion of a station / activity in the corresponding empty box.

	Expected task	S.4	S.5	S.6
The WHAT, WHY and HOW of using Career Map: Career Development Tool for Senior Secondary Students	Read and understand			
<b>Station 1 : Managing Your Learning</b>				
Station 1.1 : Reviewing your Honeycomb Study Plan				
Activity 1 : What happen to my Honeycomb Study Plan?	Review your study target			
Activity 2 : Checking my Progress	Review your learning outcome			
<b>Station 1.2 : Acting to Learn</b>				
Activity 1 : My Learning Style	Find your learning style			
Activity 2 : My Learning Plan	Set action plans to enhance learning			
Station 1.3 : Revisiting the Senior Secondary Study Plan for S.5 and S.6	Make decision on your study plan			
<b>Station 2 : Personal and Career Development</b>				
Station 2.1 : Who am I?				
Activity 1 : My Coat of Arms	Initial understanding about yourself			
Activity 2 : My Attitudes	Find your favorite attitudes in learning and work			
Activity 3 : My Ideal Life	Find your ideal lifestyle			
Station 2.2 : Transferable Skills, Personal Qualities and Challenges gained through Learning Experiences				
Activity 1 : Tracking my Growth through Stories	Write your life stories			
Activity 2 : Analyzing my stories	Analyze stories and find your transferable skills			
Station 2.3 : Career Values				
Activity 1 : The journey to my dreams	Reflect upon reasons behind your career aspirations			
Activity 2 : Work values	Identify your career values			
Activity 3 : The " tick "and" cross "of occupational choices	Identify your career inclinations			
Activity 4 : To choose or not to choose	Identify reasons behind your choices			
Activity 5 : Activity 5: Back to RIASEC	Identify your personality trait			
Activity 6 : Explore RIASEC	Identify your personality trait			
Station 2.4 : Planning for the Future				
Activity 1 : Revisiting the Honeycomb Interest Profile	Learn about characteristics of your personality trait			
Activity 2 : Reflection upon your study choices	Explore and reflect upon study choices			
Activity 3 : Know more about work by PLACE	Explore and reflect upon occupation choices			
<b>Station 3 : Understanding Your Opportunities of FurtherStudies, Training and Work</b>				
Station 3.1 : Progression Path for Senior Secondary Graduates				
	Read and understand			
Station 3.2 : Applying for University Courses				
	Read and identify potential choices			
Station 3.3 : Post-secondary Education and Training Opportunities				
	Read and identify potential choices			
Station 3.4 : Job Searching and Support Services				
	Read and identify potential choices			
<b>Station 4 : Preparing for the Student Learning Profile</b>				
Station 4.1 : My Career Profile ( Individual Student Planning Portfolio Summary )				
	Produce a career profile			
Station 4.2 : Writing up my Self-Account				
	Produce a self-account			

## Career Mapping : Career Development Tool for Senior Secondary Students (2013 Edition) 生涯地圖：高中事業發展學習工具 (2013年版)

Published by  
The Hong Kong Association of Careers Masters and Guidance Masters



Sponsored by  
Curriculum Development Institute, Education Bureau, the Government of Hong Kong Special Administrative Region.

Through the Project "Preparing students for NSS from a career development perspective", in the Partnership Scheme with Subject-related Organisations, administered by the Life-wide Learning and Library Section.

### Project Team :

Advisors : Prof. LEUNG Seung Ming, Alvin (Department of Educational Psychology, The Chinese University of Hong Kong)  
Dr. CHUI Yat Hung (Department of Applied Social Sciences, The Hong Kong Polytechnic University)  
Dr. CHEUNG Wai Leung, Raysen (Department of Applied Social Studies, City University of Hong Kong)

Authors : Dr. HO Yuk Fan (The Hong Kong Association of Careers Masters and Guidance Masters)  
Prof. LEUNG Seung Ming, Alvin (Department of Educational Psychology, The Chinese University of Hong Kong)  
Dr. CHUI Yat Hung (Department of Applied Social Sciences, The Hong Kong Polytechnic University)

Contributors :

- Ms. LEE Po Ling
- Mr. HO Chun Yan (Christian and Missionary Alliance Sun Kei Secondary School)
- Mr. WOO Chun Kit (Carmel Holy Word Secondary School)
- Mr. WONG Kwan Bo, Remy (STFA Leung Kau Kui College)
- Ms. YAU Shun Yee (SKH Li Ping Secondary School)
- Ms. LEE Yuk Yee (Carmel Secondary School)
- Ms. SIN Nga Lam, Caroline (Munsang College (Hong Kong Island))
- Mr. YEUNG Chung Yiu, Richard (Carmel Holy Word Secondary School)
- Ms. CHEUK Suk Chun (CNEC LAU WING SANG SECONDARY SCHOOL)
- Ms. LEUNG Ho Sze, Louisa (Fukien Secondary School, Kwun Tong)
- Ms. CHAN Hoi Yan (Carmel Holy Word Secondary School)
- Ms. TANG Yee Man, Mandy (Ling Liang Church E Wun Secondary School)
- Mr TSUI Yan Cho, Joe (CCC Mong Man Wai College)

Research Assistants :

- Mr. IP Ka Chi, Antony
- Miss WONG Wai Yee, Ada
- Miss. CHAN Hiu Kwan, Cony
- Mr. CHENG Enoch Victor

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ISBN 978-988-19157-4-0

