

# Teacher's Handbook for “Career Mapping: A Career Development Tool for Senior Secondary Students”

HKACMGM

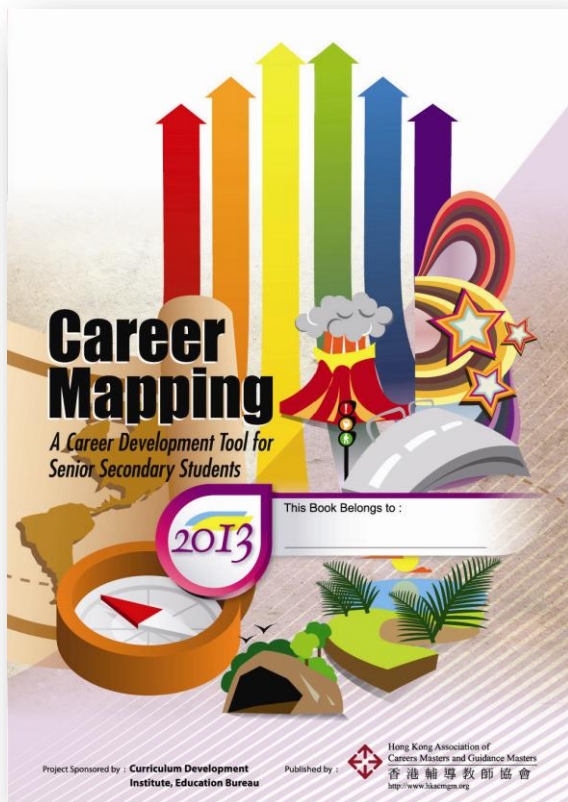


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## Teacher's Handbook for Career Mapping: A Career Development Tool for Senior Secondary Students

What is "Career Mapping"?



Prologue: (NAS@Career Mapping)

"Career planning" involves the exploration of one's life and career goals. It can be a prolonged process of actualizing various goals, including work, family, study, etc., in different spaces and times. In short, while looking for the right direction for stretching your potential and striving for your dream, you need equipment like a compass and a map which can help lead you to your desired destination on an excursion. 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,

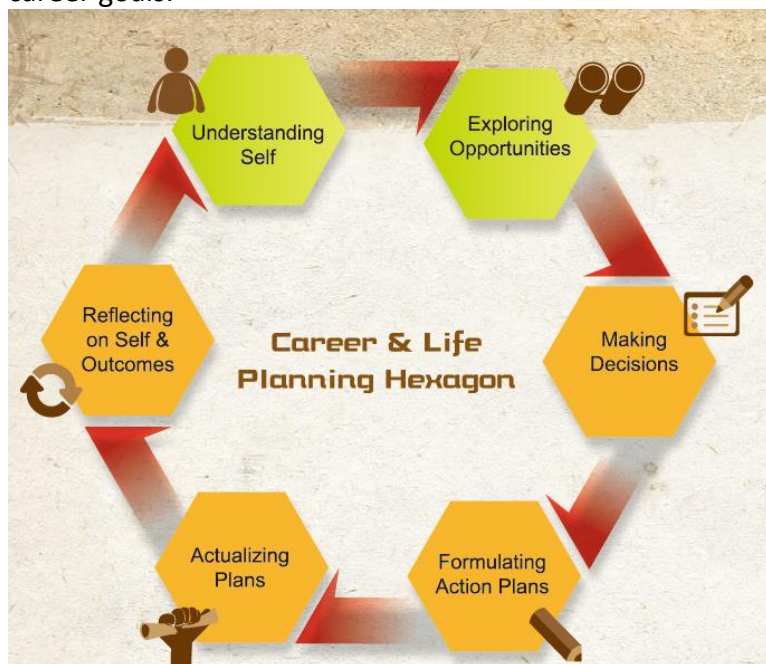
which form the foundation of their life planning. The *'Career Mapping: A Career Development Tool for Senior Secondary Students'* is indeed a continuation of 'Finding Your Colours of Life'. One of the key tasks for senior secondary students is to think and plan carefully for their future, including learning 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.



To help students to find their suitable pathways, they need to genuinely understand themselves, know their strengths and weaknesses, have a better grasp of the curriculum structure and create a career portfolio. However, we also need to be aware that planning for the future is a on-going process which needs constant reflections and revisions based on one's assessment of successes and failures and constant revisions.

Unlike "Finding Your Colours of Life" for junior forms, "Career Mapping", which is also divided into four main stations (learning styles, self-understanding, post-secondary pathways and constructing one's career narrative), could be used throughout a whole senior secondary year covering one to three career themes under one section; some sections or themes could be revisited in the more senior years. Students can be guided to look at the changes they have made and to reflect on their personal growth over the three years through the re-visits. The fourth career theme in the book is reflecting and integrating what one has learnt, and the process itself can help students to transformed heir learning outcomes into their "life script". This "life script" can serve as a foundation on which their Student Learning Profiles (SLP) can be constructed. The following is a suggested teaching schedule of Career Mapping across three years.

## Teacher's Handbook for Career Mapping: A Career Development Tool for Senior Secondary Students



	Expected Task	Suggested Time (mins)	Suggested Mode of Activity		
			Support Partner	Group Discussion	Mass Activity / Game
The WHAT, WHY and HOW of using Career Mapping: A Career Development Tool for Senior Secondary Students	Read and understand what Career Planning is	30-40	★		
Station 1: Managing Your Learning					
Activity 1: What happens to my Honeycomb Study Plan?	Review your study target	30-40	★	★	
Activity 2: Checking my Progress	Review your learning outcome	40-60	★	★	
Station 1.2: Acting to Learn					
Activity 1: My Learning Style	Find your learning style	30-40	★	★	
Activity 2: My Learning Plan	Set action plans to enhance learning	40-60	★	★	
Station 1.3: Revisiting the Senior Secondary Study Plan	Make decision on your study plan	40-60	★		
Station 2: Personal and Career Development					
Station 2.1: Who am I?					
Activity 1: My Coat of Arms	Initial understanding about yourself	30-40	★	★	★
Activity 2: My Attitudes	Find your favourite attitudes in learning and work	30-40	★	★	
Activity 3: My Ideal Life	Find your ideal lifestyle	40-60		★	★
Station 2.2: Transferable Skills, Personal Qualities and Challenges gained through Learning Experiences					
Activity 1: Tracking my Growth through Stories	Write your life stories	60-120	★		
Activity 2: Analysing my stories	Analyse stories and find your transferable skills	40-60	★	★	★
Station 2.3: Career Values					
Activity 1: The journey to my dreams	Reflect upon reasons behind your career aspirations	40-60	★		
Activity 2: Work Values	Identify your career values	30-40	★	★	
Activity 3: The 'tick' and 'cross' of occupational choices	Identify your career inclinations	20-30		★	★
Activity 4: To choose or not to choose	Identify your career inclinations	40-60	★	★	★
Activity 5: Back to RIASEC	Identify your personality trait	30-40	★	★	
Activity 6: Explore RIASEC	Identify your personality trait	40-60	★	★	
Station 2.4: Planning for the Future					
Activity 1: Revisiting the Honeycomb Interest Profile	Learn about characteristics of your personality trait	30-40	★		
Activity 2: Reflection upon your study choices	Explore and reflect upon study choices	60+	★	★	★
Activity 3: Know more about work by PLACE	Explore and reflect upon occupation choices	60+	★	★	★
Station 3: Understanding Your Opportunities of Further Studies, Training and Work					
Station 3.1: Progression Path for Senior Secondary Graduates	Read and understand	20			
Station 3.2: Applying for University Courses	Read and identify potential choices	30			
Station 3.3: Post-secondary Education and Training Opportunities	Read and identify potential choices	30			
Station 3.4: Job Searching and Support	Read and identify potential	30			



Services	choices				
Station 4: Preparing for the Student Learning Profile					
Station 4.1: My Career Profile (Individual Student Planning Portfolio Summary)	Produce a career profile	60-120	★		
Station 4.2: Writing up my Self-Account	Produce a self-account	60+	★		

Another key feature of this tool is the inclusion of a support partner in the majority of the post-activity review and reflection. The support partner who will provide feedback on the activities can be a career teacher, a class teacher, a senior former or a classmate who knows the student well. This arrangement can encourage serious involvement of the student and enrich and balance their opinions in the process of career planning. Inputs from a support partner are like a mirror to help students understand their true ‘selves’.

## Station 1: Managing my Learning

“Career Mapping’ is a sequel to “Finding Your Colours of Life”. 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’s 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?

As students can opt for Applied Learning Courses before the start of S5, it is suggested that the part is done in early S4 to let students know their own learning styles and their chances to modify their senior secondary study plan.

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

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

Objectives:

It aims to let students review their action plan set in “Finding Your Colours of Life”, and also to encourage students to make effort to achieve their goals. This activity can be skipped if the students have not used “Finding Your Colours of Life” before.



**Reminders:**

- ✓ It is not a failure if students fail to take full action based fully on the ideal plan set in S3. The activity aims at providing students with a chance to reflect on why some parts are fully achieved, partly achieved or not at all achieved.
- ✓ This simple activity can enable students to take a more serious attitude towards setting goals and making plans, and encourage them to have the same attitude towards their various learning and challenges in senior secondary years.

**Activity 2: Checking My Progress:**

**Objectives:**

- To explore ways of learning elective subjects effectively
- To review learning progress and outcomes
- To set goals for different subjects

**Reminders:**

- ✓ It is advised that students can be given some time to fill in the form before class, or even be encouraged to consult their subject teachers. It is good for students to get a better idea of their own strengths and progress from different perspectives before they are asked to have sharing in class / group.
- ✓ Groupmates or classmates can be reminded to be positive, encouraging and appreciative towards sharing of others. Students can be encouraged to work together and support each other at times of adversities in the early stage of their senior secondary study.

**Station 1.2: Acting to Learn**

**Activity 1: My Learning Style**

**Objectives:**

- To help students to find their favourite or most suitable learning styles for their study plan

**Reminders:**

- ✓ Students can be encouraged to find their most suitable and effective method(s) of studying / learning, and to apply it / them in the next activity. For example, if a student has found that ‘discussing with others’ is the most suitable learning method, then he / she should not rely solely on ‘rote learning’ when he / she sets his / her own study plan in detail.

**Activity 2: My Learning Plan**

**Objectives:**

- To remind students of the principle of ‘SMART’ when making a plan
- **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?

Reminder:

- ✓ Students can be asked to share their own plans with their support partner, and if possible, be required to make a pledge for better motivation.

### **Station 1.3: Revisiting the Senior Secondary Study Plan for S.5 and S.6 (To be done before promotion to S.5)**

Objective:

- To help students make revisions on their SS study plan before finalising it

Reminders: :

- ✓ It is advised that students are led to review the completed sections in this Career Mapping to facilitate decision making for students and their parents. Consideration should also be given to subject combinations and offerings at school – will some Applied Learning courses be offered? Can students apply for Applied Learning courses through the school? If so, is there any mechanism for selection? Criteria? Procedure?
- ✓ This activity should be accompanied by activities / programmes that can help students understand their subject content and their respective career prospects. For more suggestions, please refer to Chapter 3 of this booklet, 'Framework of Career-related Experiences'.



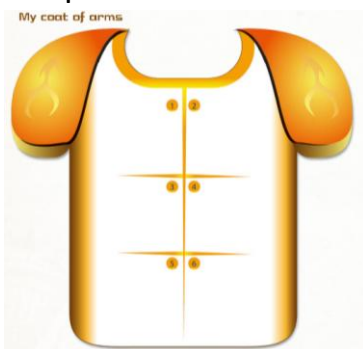
## Station 2: Personal and Career Development

### Station 2.1: Who am I?

#### Activity 1: My coat of arms<sup>#1</sup>

##### Objectives:

- To let students recognize some achievements they are proud of in life, and help them set goals and achievement targets in the future
- To serve as a warm-up activity encouraging students to share with others their personal achievements and future goals



##### Reminders:

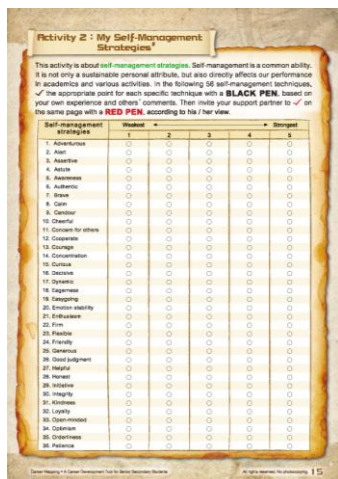
- ✓ This activity is an 'opener' activity for a career planning group to facilitate mutual understanding. Teachers can first explain the purpose of the activity.
- ✓ Teachers should then explain how to complete the worksheet and encourage students to express their answers in words or pictures.
- ✓ Teachers should show students a completed Coat of Arms for demonstration.

- ✓ Students are then asked to share with others in the group their Coat of Arms.
- ✓ If that is a mass activity, students can be allowed to walk around and share their own Coat of Arms with anyone they meet.
- ✓ Before the activity finishes, students can be asked to share their feelings towards it and some observations.

#### Activity 2 : My Attitudes

##### Objectives:

- To help students understand the importance of the self-management strategies, which can affect their attitudes



- To let students describe themselves using self-management strategies / traits so as to help them further develop their own management strategies

##### Reminders:

- ✓ Teachers should explain to the students the difference between 'self-management strategies' and other skills (e.g. integrated skills).

<sup>1</sup>This activity and others with '#' are adapted from 《青少年生涯規劃服務：培訓計劃教材套》 (name in Chinese only) by Prof. Leung Sheung Ming (CUHK), which was sponsored by EMB Fund for Youth Continuing Education and published by the Hong Kong Council of Social Service.





- ✓ Teachers should tell students that 'self-management strategies' are cultivated through a series of life experiences in schools, families and other contexts.
- ✓ Guidance should be given to students to complete this exercise. Generally, students can identify their self-management strategies through the following means:
  - Students should not compare themselves with others as the focus should be on identifying own relative strengths.
  - Students should be encouraged to support their claims / choices with real examples / evidence.
  - Students can make reference to comments by their significant others.
  - Teachers can demonstrate how to work on the worksheet , and demonstrate to students how he / she complete the task based on the guidelines above.
- ✓ Teachers should give around 15 minutes to students to complete the worksheet and to support partners to rate them.
- ✓ Students can be asked to reflect on the differences in ratings by themselves and their support partners. They can be then asked to pick their best 5 strategies and some others that need to be improved to others in the group / class.
- ✓ After completing the task, students can be asked to think of how to develop their relative / personal strengths to facilitate academic and other developments, and how the areas for improvement limit their development in various aspects.

### **Activity 3: My Ideal Life**

#### **Objectives:**

- To help students understand their values and how they impact their career choices
- To help students understand their own values and how others' values influence theirs and see if their interests match their values

#### **Reminders:**

- ✓ Teacher will be the auctioneer and students the participants in the activity. Students will be in a virtual world envisaging that their dreams could be bought with money. Students will be encouraged to bid for their dreams / dream life in a highly competitive and exciting bidding process.
- ✓ Each student will be given a million dollars (or ten thousand, depending on the decision of the teacher). The bidding price for each item is \$100, and each bid should be no less than \$100. Students need not use up all their money.
- ✓ Students are first asked to pick some items they would like to bid for on the list with their targeted price. When the auction starts, students can bid for the items at a price higher or lower than their expectation but the overall expenditure should be less than 1 million dollars.



- ✓ In the process of bidding, students have to write down their successful bidding prices and those of others for later discussion.
- ✓ Auctioneer (ie the teacher) needs not sell the items according to the list on the book. It is best to pick the items at random so that students cannot expect the actual appearance of their desired items. If time allows, several seconds could be given to students for re-adjusting their plans and targeted prices after selling an item.
- ✓ Students may not be able to bid all the items according to their initial plan, but it serves as a good indicator of their own values.
- ✓ When the whole auction finishes, teachers can go over the Auction Guidelines with students and their related values.
  1. Teachers can also lead a discussion based on students' feelings in the process.
  2. Discussion questions:
    - Why do you seek after these items?
    - What values have you experienced yourself having in the process?
    - What are the most urgent needs you want to fulfil in your life and work?
    - Have your values been influenced by others?
    - Do your values and career interests match?
  3. Teachers can point out that resources and time are limited in life (like the total amount of money, 1 million dollars, in the game), and yet their desired items may come up any time expectedly in life (in the game), thus students are advised to identify what they really want to pursue.



## **Station 2.2: Transferable Skills, Personal Qualities and Challenges gained through Learning Experiences**

### Activity 1: Tracking my Growth through Stories

This activity is an advanced version of “Finding Your Colours of Life” which aims at helping students understand themselves through reflecting on OLEs, difficulties and the process of overcoming them.

It is advisable that the activity should be done at the end of each school year for consolidation of student learning and for encouraging planning for participation in different OLEs.

### Activity 2: Analyzing my Stories

The previous activity focuses on personal narration, and the present activity serves as a sequel to the last one helping students to find evidence of personal attributes and abilities. It promotes self-understanding as well as more recognition.

### Focus: Narrative Counselling in Career & Life Planning

Stories of others and yourself are good opportunities for one to reflect upon different lived experiences. Each critical event and episode, ranging from childhood relationship with family, origins of personal interests, to achievements and setbacks in the process of learning, has an impact on molding the “present-day” you. The process of narration is a meaning-making process helping narrators to recollect their memories and re-live the experience.

Asking students to write and share about their growth stories is a counseling process. After writing a story, individual students may have some emotional disturbances, teachers have to be very sensitive to this and provide appropriate follow-ups if necessary. Activities 1 and 2 of Station 2.2 and Activity 1 of Station 2.3 are all activities for narrative counseling.

Another special function of a story is to reflect on one's difficulties and struggles faced today through the lens of other's life stories and events.

The following is an example of a senior secondary student whose story is based on his / her career decision-making at different stages of growth. Teachers could first lead a group discussion based on the story (or an adapted version depending on the characteristics of the class) to prompt them to think about life and career themes that are relevant to them. In our experience, these stories are effective lead-in exercises to engage students in career planning activities.



**Example 3 (suitable for senior form students)**

Chun is studying Secondary 6. Other than the 4 cores (English Language, Chinese language, Mathematics with an extended module, and Liberal Studies), she studies Chemistry and History as electives. She is also interested in the area of Art and Design. Though, she was not assigned to study Art and Design, in Secondary 5 she decided to take the third elective in the form of Applied Learning. She chose Fashion and Design and went to the 3-hour lesson every Saturday morning. She could obtain optimistic satisfaction especially while preparing final project, a real fashion show.

Drawing has been Chun's favourite hobby since she was very young. Like many children in 90s, she was arranged to participate in various "extra-curricular" activities by her mother. In her early age, she learnt piano, painting, dancing and took part in activities for having cultural exposure. Later on, her mother wanted Chun to be more focus on academic studies. She started to have English tutorial lessons and Math Olympics training when she had spare time. Though, Chun didn't understand what "all-round" development was, she managed to do everything well so as to please her parents. Frankly speaking, she is quite thankful for the experiences and exposure which she could have and she gradually develops keen interest in modern art.

When Chun was about to be promoted to S.4, she faced problems in choosing the electives. With a good track record in public examinations in science-related subjects, her parents, teachers and good friends all suggested her to take 2Xs in science subjects. Therefore, she chose Physics and Chemistry. She also chose History as her third electives as she was inspired by her History teacher. She always made learning History fun. Chun loves European History most because of its connection with art. That is also the drive behind her determination to drop Physics and takes Applied Learning in S.5 though it created a big fight between Chun and her parents.

Chun is about to opt her choices in university application. Considering her good academic performance, she may get a place in a local university. Her immediate problem is what courses she should choose.

Chun herself doesn't have a clear career goal. She aims at a university degree that can secure her living and support her family financially.

**Discussion questions:**

1. What factors are influencing Chun to choose her studies in the story?
2. What are the differential impacts of these factors?
3. What kinds of potential or personality traits does Chun have?
4. Give 3 suggestions to Chun on direction of exploration she needs to pursue in relation to career planning?



## **Station 2.3: Career Values**

In the process of choosing a career, students are influenced lots of different thoughts and values. Teachers are advised to encourage them to reflect on the concrete reasons for choosing or not choosing a certain job. For example, a student who has chosen not to take up a job which is low-paid or boring can be asked to think about how much he /she would like to be paid or what kind of job / job nature would bore him / her. Job-seekers are prone to pursue high monetary return at the expense of their own personal needs such as the chance to find meaning or to realize potential in the job. The nature of the job very much depends on the personal work attitude and values. This station aims to help students explore different thoughts and values governing their career decision-making.

### **Activity 1: The Journey to my Dreams**

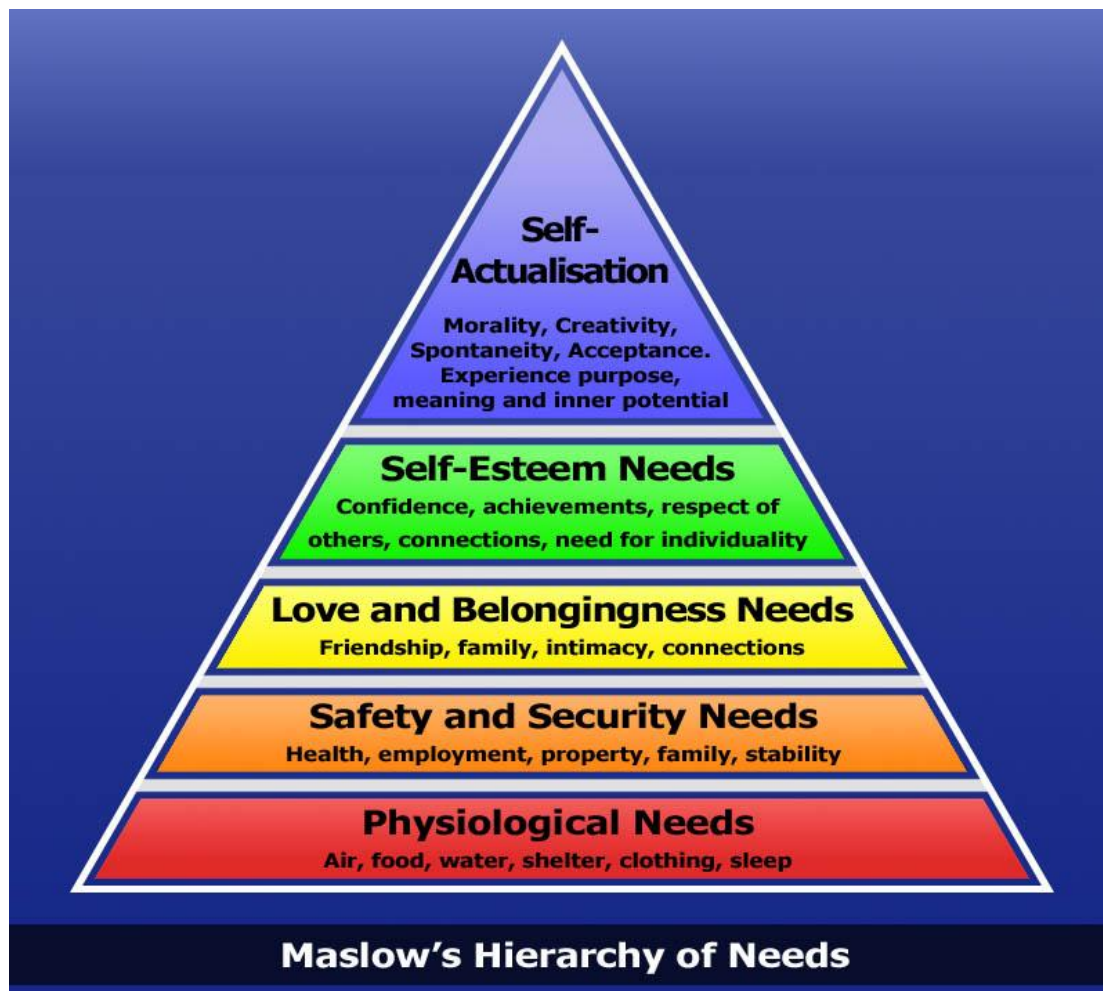
**Objective:**

To help students reflect on their personal values and criteria governing their career decision-making based on their dream jobs.

<b>Below are some examples:</b>	
1. To satisfy all basic needs	11. To provide affluence to oneself and his / her family
2. To achieve a sense of satisfaction	12. To gain recognition from others
3. To have own property and a certain amount of savings	13. To be able to get married before 30
4. To have more friends / have a large social circle	14. To live independently and have own space
5. To try different new things	15. To explore different life issues
6. To earn a stable living for family members and himself	Examples 1 and 11 are examples of basic biological needs. Example 3 is about sense of security, whereas Example 4 is social; examples 2 and 12 are related to self-esteem; examples 8 and 15 are related to self-actualization. Some answers belong to more than one category, and teachers need not classify them too arbitrarily.
7. To earn enough money to enjoy life	
8. To widen one's horizons	
9. To explore different life issues	
10. To have a better living	

**Points to Note:**

- ✓ Teachers can make reference to the Hierarchy of Human Needs proposed by Maslow (1970). He contends that motivation is derived from individual's needs and desire, and human needs are in a hierarchy. When one's most basic needs are met, one could further to pursue needs of a higher order. These needs include physiological needs, safety and security needs, love and belongingness needs, self-esteem needs and self-actualization. Teachers could seek to understand from students' answers what levels / kinds of needs they are going to fulfil in the career exploration and further studies.
- ✓ If there is a need, students can be formed into groups to discuss the following questions which serve to prompt them to think about their sense of satisfaction gained through jobs and their study while reflecting on their personal goals and genuine needs.
  - ☺ In what levels are your personal needs mostly met? In what levels are they less met?
  - ☺ What is the relationship between your personal needs and your motivation towards work and study?



## Activity 2: Work Values

### Objective:

- To help students understand their own work values and the relative importance in their minds.
- To help students identify and define the related work values so as to help them make better career decisions
- To help students realize the importance of work values as a factor affecting their career planning

### Reminders:

- ✓ Students could be guided to have a brief discussion on the 10 items rated by themselves as the most important.
- ✓ Students could be asked to take out 5 pieces of paper, pick 5 most important values out of the 10 chosen, and write them down onto the paper. Then students could be told that they have to give up one of the values and hand over the piece of paper to the teacher and forfeit it.
- ✓ Once a decision is made, teachers could ask students to write down how they define certain work values (e.g. "attractive salary" stands for \$20,000 or above each month with at least 10% annual increment). The action repeats 5 times until all the pieces of paper are surrendered.
- ✓ After the activity is finished, students are expected to come up with 5 most important work values prioritized with their own personal definitions.





**Suggested points for discussion and sharing:**

1. This activity helps students to reflect on their work values and what needs they want to fulfil with a job.
2. Work values can be classified into 'extrinsic' and 'intrinsic'. 'Extrinsic' values has nothing to do with the nature of the job, eg. Salaries, working hours, work environment, etc. 'Intrinsic' values are related to the job itself, e.g. a meaningful job, varied nature of the job, aesthetics of the jobs, etc.
3. Discussion questions:
  - What work value(s) is / are the most important to you? Why?
  - Are the 5 chosen work values related to your dream job?
  - Can your dream job satisfy your needs?
  - What are the needs that cannot be met in your dream job?
  - What do you think are the jobs that can satisfy your needs?
  - Are the values chosen by you 'extrinsic' or 'intrinsic'? What does it tell you?
  - Are there any contradictions between the work values you have chosen?

**Activity 3: The Tick and Cross of Occupational Choices**

Students will receive a set of occupational cards. They will be asked to categorize all the cards into 'choose', 'Do not choose' and 'hesitate' 3 big groups.

**Reminders:**

- ✓ Be alert to see if a particular student has tended to choose a particular group of jobs, which shows a lack of serious thought of the student. Students can be prompted to think it over if necessary. Teachers should be aware that it may result in an inconsistent code as obtained in Section 2 of the book. This inconsistency may affect future discussion.
- ✓ If a student is found to have put too many jobs under 'choose', it reveals a lack of direction of the students or the student's tendency to oversimplify the jobs.
- ✓ If a student is found to have put too many jobs under 'Do not choose', then it reveals that the student lacks confidence, is a bit resistant to jobs or have misunderstandings about some jobs.
- ✓ If a student is found to have put too many jobs under 'hesitate', it shows that the student lacks confidence or have insufficient understanding of the jobs.
- ✓ If students tend not to understand the differences between the jobs, teachers can consider giving a brief introduction to the jobs before starting the activity. Alternatively, teachers can ask students to

**Activity 4: To choose or Not to Choose?**

**Reminders:**

- ✓ Students are first asked to pick up the pile put under 'do not choose' and explain why these jobs are not chosen. Reasons given should be concrete, e.g. 'having to face a lot of people', 'monotonous and repetitive mode of work' or 'low social status'. Some of the reasons might be repeated. The activity is best conducted in small groups, and teachers can conduct it in the form of interviews for better interaction and more fun. Yet one should bear in mind the need to limit interference among the groupmates.
- ✓ NOTE: Reasons given must be concrete and students should be asked to elaborate on vague reasons like 'not interested' or 'lacks relevant skills' and explain what kinds of interest or skills are missing there.



Some examples of reasons for jobs being put under ‘do not choose’

<b>The examples given here are just for reference</b>	
1. Boring job nature	11. Poor promotion prospect
2. No privacy	12. No chance for development
3. Unstable / irregular working hours	13. Too dangerous
4. Unstable income	14. Too specialized / poor prospect / difficult to change fields
5. Requires high qualifications / too professional	15. Too stressful
6. Not interested	16. Too demanding entry requirements
7. Low social status	17. Difficult to make friends with the opposite sex
8. Too long working hours / no freedom	18. Afraid of facing the crowd
9. Complicated interpersonal relationships	19. Too dirty / filthy environment
10. Lacks relevant skills	20. Can’t make quick money

Examples of reasons for choosing some jobs :

<b>The examples given here are just for reference</b>	
1. Attractive income / salary	11. Fixed working hours
2. Stable job nature	12. Good working environment
3. Good promotion prospect	13. Meaningful job
4. Feel interested	14. Enjoy jobs working with people
5. Not requiring high qualifications	15. Good market prospect
6. Need to communicate with others	16. Diversified and varied job nature
7. Low social status	17. Have chances to make friends with opposite sex
8. Flexible working time	18. Can earn quick money
9. Relaxing work atmosphere	19. Being forced to choose this one because of limited choices available
10. Job nature highly related to subjects taken	20. Job not requiring creativity

**Reminders:**

- ✓ In both activities, if the reasons given by the students are not specific enough, e.g. having interest / no interest, having adequate skills / inadequate skills, flexible working hours, relaxing atmosphere, meaningful job, favourable working environment, etc, teachers should ask the students to further elaborate, e.g. having no leadership / computer application / communication / editing / analytical skills..., and encourage them to describe in detail.
- ✓ Some answers require explanation from the teacher. For example, when one says the job nature is boring, the teacher can prompt the student to think about how ‘boring’ means differently to different people – some think teacher is a boring job because their work is the same every year, but some on the contrary think that teachers have to teach and face different students different faces every year with different challenges, so the job is indeed rather challenging and meaningful.
- ✓ Teachers can demonstrate to students how to exemplify the reasons given for putting jobs under ‘choose’ or ‘do not choose’ these 2 categories.

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- ✓ If we find that students have provided reasons involving inaccurate information or unrealistic expectations, there is no need to clarify on the spot immediately. It is because this section aims at exploring the career values, and the info clarification or supplement can come later.
- ✓ If the reasons given are illegal or unethical, there is no need to make judgement so early in order not to impede the discussion. Again, teachers could jot down the points and follow up later in Section 3 or at a later stage.
- ✓ If the discussion or sharing involves some negative self-image or emotions, students could be guided to share with others their real needs and desires.
- ✓ For more fun and better interaction, teachers could conduct this part in the form of whole class sharing or interviews.

### Activity 5: Back to RIASEC

- To summarize and record the previous 2 activities.

### Activity 6: Explore RIASEC\*

Type of career inclination	Personality	Interest	Relevant abilities	My Decision	Partner's Decision
R	Practical Logical Clear-headed Independent Self-reliant Detail-oriented Goal-oriented	Like to work with objects Like to work with numbers Like to work with machines Like to work with tools Like to work with computers Like to work with data	Handwritten skills Using equipment and machinery Problem-solving Attention to detail Self-motivation Analytical skills Organizational skills		
I	Clear Analytical Logical Independent Self-reliant Detail-oriented Goal-oriented	Like to work with numbers Like to work with machines Like to work with tools Like to work with computers Like to work with data	Handwritten skills Using equipment and machinery Problem-solving Attention to detail Self-motivation Analytical skills Organizational skills		
A	Imaginative Creative Original Independent Self-reliant Detail-oriented Goal-oriented	Like to work with numbers Like to work with machines Like to work with tools Like to work with computers Like to work with data	Handwritten skills Using equipment and machinery Problem-solving Attention to detail Self-motivation Analytical skills Organizational skills		
S	Cooperative Friendly Logical Independent Self-reliant Detail-oriented Goal-oriented	Like to work with numbers Like to work with machines Like to work with tools Like to work with computers Like to work with data	Handwritten skills Using equipment and machinery Problem-solving Attention to detail Self-motivation Analytical skills Organizational skills		
E	Confident Logical Independent Self-reliant Detail-oriented Goal-oriented	Like to work with numbers Like to work with machines Like to work with tools Like to work with computers Like to work with data	Handwritten skills Using equipment and machinery Problem-solving Attention to detail Self-motivation Analytical skills Organizational skills		
C	Organized Logical Independent Self-reliant Detail-oriented Goal-oriented	Like to work with numbers Like to work with machines Like to work with tools Like to work with computers Like to work with data	Handwritten skills Using equipment and machinery Problem-solving Attention to detail Self-motivation Analytical skills Organizational skills		

This activity is based on John Holland's Personality Theory of Person-environment fit. The theory believes that career choice is the representation of one's personality. Holland seeks to explain personal career choices and adaptations with reference to one's personality and environment fit. He believes that one's career choice is affected by his / her accumulated experience and personality.

People of different personality types seek to find different work environments. For example, an artistic person will look for a job which requires creativity, individual styles so as to give himself / herself chances to excel. Ideally, everyone is looking for this 'fit / match' to attain a state of 'congruence'. Similar jobs would attract people with similar personality traits. In other words, people with the same job should share similar personality traits, and their responses to the work environments and challenges are very similar too.

Holland classified personality types into 6 groups: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Students will be able to understand the messages when they follow the instructions.

### Objective:

- To help students understand that they can make good use of the work environment that can fit their skills, interests, abilities and personal values match through knowing more about their abilities, interests and personality traits. We believe that career choices are very much influenced by personal experiences and personality traits. Therefore, people of different personality types seek to find different corresponding types of jobs, e.g. a Social person will look for a job that requires interpersonal communication and cooperation; an Artistic person will seek out for jobs that require personal representation through creativity and personal styles such as fashion designer and composer. Teachers can help analyse students' personal traits with this unit, and provide students with the characteristics of the corresponding jobs for reference. And students can also be assisted in reflecting upon the challenges and contradictions in the process of career decision-making.



**Reminders:**

- ✓ When one considers career interests, one should not just focus on the number of circles. Students should be reminded of the importance of overall consideration of personality, interest and relevant skills, as well as their own subjective preference.
- ✓ Students should be reminded that an inconsistent career interest code is possible due to scoring errors.
- ✓ Students can get a better understanding of the relationship between personality and jobs through classifying them into different personality types. But since some students just care about the 2 final career interest codes and then rule out jobs consistent with other personality types, this process of classification may limit students' career choices. It is suggested that teachers should focus on the characteristics of different personality types and their comparisons and relevance to students' own aptitudes rather than solely relying on the quantitative results obtained.
- ✓ It is possible to see discrepancies in the results of the career interest codes obtained from different activities because we are trying to look at students' career interests from different angles: (1) from students' perspectives reflecting on their own personality, interests and abilities; (2) from the perspectives of a support partner who knows the student well; and (3) through students' choices of occupational cards which reflect their career interest types. This subjective representation of students' own career interests can help students understand themselves better and some blind spots could be made known to the students themselves in the process.
- ✓ Teachers should encourage students to reflect upon their personal preferences through reviewing their personality, interests, abilities and their understanding of certain jobs. With comparing perspectives of students themselves and others, students can be guided to see which perspective is more reliable before coming up with the conclusion in Activity 4.
- ✓ The focus of this activity is to enhance students' understanding of themselves rather than finding out students' own career interest types. If a student is hesitant about the results of their career interest codes, e.g. having inconsistent codes or more than one dominant career interest codes, he / she should be guided to reflect upon the reasons throughout rather than finding a definite answer.

## **Section 2.4: Planning for the Future**

The section requires teachers' and students' basic understanding of 'RIASEC' and Holland's Classification System.

Below are some basics of Holland Classification System:

- The results and the process of career decision-making is an exhibition of one's personality traits.
- Interest tests are the same as aptitude tests.
- Career stereotypes bear important psychological and social meanings.
- People working in the same job / career share the same personality traits and growth experiences.
- Career development is the process of matching 'persons' and 'environment'.

As a results, when teachers or parents provide guidance to students, they **should avoid a judgemental or critical tone** (RIASEC is one very typical examples). And students should also understand that this activity provides **extra information** about their interest, personality and related activities, which can help them explore their future directions of study and work but **not any sort predictions of their future**.

Activity 1: Revisiting the Honeycomb Interest Profile

**(Below is an example only)**

**(Below is an example only)**



List 5 occupations in order of your preference (including those on the occupational cards and your personal aspirations) Examine and compare these occupations with your personality, interest and abilities. Try to find out the parts that do not match. It is best conducted in the form of groups.

- |                    |   |
|--------------------|---|
| 1. <u>Pilot:</u>   | <u>Dislike analysing, assessing and solving mathematical and science problems</u> |
| 2. <u>Clerk:</u>   | <u>Hate repetitive work</u>   |
| 3. <u>Nurse:</u>   | <u>Dirty / Filthy environment</u>   |
| 4. <u>Fireman:</u> | <u>Like to perform / Afraid of taking up jobs with too high responsibility</u>    |
| 5. <u>Author:</u>  | <u>Lack creativity / Unstable income</u>  |

**Reminders:**

- ✓ The activity aims at helping students to put their career and further study plans into action. Also it helps students to identify potential contradictions of their career choices and personal traits, and assess the contradictions if there are any. For example, a student would like to be a teacher but he / she is afraid of facing a group of people; another student would like to join the disciplinary forces but appreciate individual performance rather than teamwork, etc.
- ✓ Teachers should encourage students to discuss why such a mismatch exists and the reasons for some inconsistent study program choices or jobs. Students should be guided to assess if they have the ability to handle such mismatches and inconsistencies.
- ✓ Students can be guided to look into the reasons why some jobs and activities are avoided and the possibilities of remedies.

**Broaden One's Interests & Making Action Plans**

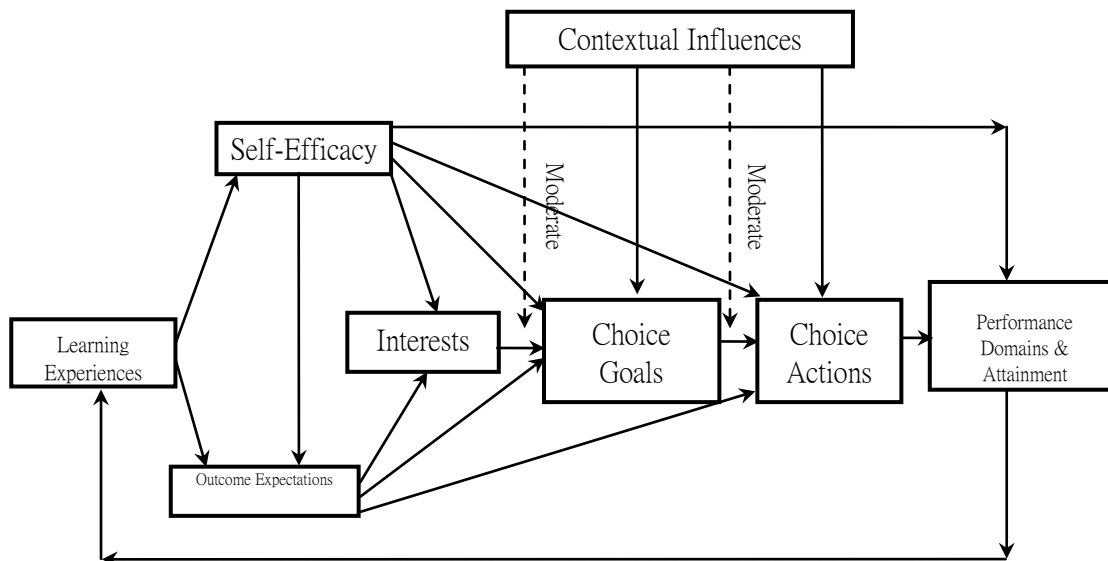
Students usually give up their dreams when they think they lack the relevant skills. For example, students thinking that they are not good at interpersonal skills may stay away from jobs requiring them to meet different people, but is this really unalterable or is it the students' unwillingness to step out and change? In fact, only a very few personal traits are not alterable. For example, creativity, memory and interpersonal skills can be trained through attending relevant courses, paying more attention to others and the surroundings, more practice, etc. Therefore, students should be advised not to limit and confine their own interests too early. Instead, they should be reminded that it is possible to find out ways to enhance / train up their certain abilities and so their career options can be more diversified.

This section aims at helping students setting goals and making plans for their future based on a more thorough understanding of their own interests, abilities, personal traits and their situations.



### Applications of the Social Cognitive Career Theory

The design of this section is based on the Social Cognitive Career Theory (Lent, Hackett & Brown, 1999). This theory states that there is direct relationship between work performance and attainments and one's personal goals, academic interest. Besides, goals, interests and choice actions are all affected by one's learning experiences, self-efficacy and outcome expectations (see below).



### Activity 2: Reflection upon your Study Choices

“Being well-prepared” means that you don’t only indulge in personal wants, but also conduct thorough research about your goals proactively. Sometimes you can even join some goal-related courses or internship programmes. The more information you get, the better you can make an informed choice.

“Willing to pay effort” means your determination to pay effort to achieve your goals and realize your dreams. These include actions to enhance personal abilities and achievements.

#### Objectives:

- ✓ To obtain more information about programmes students are interested in (programmes that are undergraduate courses, and other certificate of diploma courses)
- ✓ To assess the suitability of a program based on one’s personal interest, skills and values
- ✓ To know more about the career prospects of the programs chosen

#### Reminders:

- ✓ Teachers should first brief students on the objectives of this activity.
- ✓ Teachers can introduce some ways to obtain the required information, e.g. library, related websites, personal contacts, etc.
- ✓ Teachers can arrange for some students who are studying in or have graduated from certain programs to come back and share with their current students.
- ✓ If this activity is to be done in the form of a group, students should be guided to have some division of labour.





- ✓ Apart from submitting the worksheets to the teachers, students should also be asked to share what they have got and learned with the whole class. This could be done in the form of class presentation, competitions or board exhibition.
- ✓ Students should be encouraged to express their thoughts and feelings too in the process and teachers should provide timely and suitable positive reinforcement to students if necessary supplemented with some tips on assessing one's educational and career choices in the future.

### Activity 3: Know More about Work by PLACE

The objectives and the principles of this activity are similar to those of Activity 2. Here are some examples:

#### 1<sup>st</sup> Occupation: Hotel Manager

	The following help me to pursue my goal	The following are obstacles in my pursuit of goal
Individual (Internally)	Strengths: What are the strengths that can help you in the is occupation?	Weaknesses: What are the weaknesses that may hinder your development in this occupation?
	1. Like to persuade others	1. Weak at expressing myself
	2. Get return from the job	2. Don't know how to follow rules
Circumstantial (externally)	3. Eager to join social gatherings	3. Hates following instructions to work
	Opportunities: What opportunities does the society present that help you in this occupation? (e.g. economic trends, human resources policies)	Threats: What threats does the society present that may hinder your development in this occupation?
	1. Government's support to tourism	1. Bad news about safety of tourists spots
	2. Increased places for relevant courses	2. Saturated labour market following recent developments
		3. Keen competitions from neighbouring countries

#### 2<sup>nd</sup> Occupation: Nurse

	The following help me to pursue my goal	The following are obstacles in my pursuit of goal
Individual (Internally)	Strengths: What are the strengths that can help you in the is occupation?	Weaknesses: What are the weaknesses that may hinder your development in this occupation?
	1. Eager for recognition	1. Hates investigative work
	2. Enjoy helping others	2. Likes to perform
Circumstantial (externally)	3. Likes to work with guidelines and instructions	3. Afraid of jobs with high responsibility
	Opportunities: What opportunities does the society present that help you in this occupation? (e.g. economic trends, human resources policies)	Threats: What threats does the society present that may hinder your development in this occupation?
	1. Increased places in relevant courses	1. High risk at work
	2. Labour shortage in the job	2. Long working hours and insufficient rest
	3. Enhanced health awareness of citizens	3. Keen competitions from neighbouring countries
	4. More and more undefined viruses	4. Limited social life, difficult to make friends with opposite sex



Teachers can make conclusions based on the following:

- I. Students should be guided to develop positive self-efficacy and outcome expectations.
- II. Students should develop their career and learning interest and their goals.
- III. Teachers can help students to put their thoughts and goals into concrete terms and actions.
- IV. Students should develop relevant academic and work skills, and some misconceptions about obstacles related to work performance should be clarified.
- V. Students can be encouraged to develop their social support networks.
- VI. Students should be encouraged to develop their own self-concept and their work concept with confidence and a positive attitude.
- VII. Students could be reminded that personal abilities and interests can be developed through constant practice and personal effort.

**Reminders:**

- ✓ Teachers should check if things suggested by students are valid, for example, if a student claims their school grades are not good and cannot find suitable courses, then the teacher should prompt him / her to look for remedies.
- ✓ Teachers should pay attention to how concrete students' plans are and whether there are criteria for success and objective mode of evaluation.
- ✓ Teachers can help students set short-term plans (e.g. 1 year) and long-term plans (3-5 years).
- ✓ Teachers can assess if the plans set match students' personal needs, and if the suggested remedies are effective.

<b>The following are some examples.</b>							
Abilities / competencies that can be improved				Abilities / competencies that cannot be improved			
1	Physique	11	Ways of doing things	1	Market awareness	11	Lack of sense of humour
2	Time management skills	12	Social skills	2	Creativity	12	Memory
3	Eye-sight	13	Eloquence	3	Detail-orientedness	13	Determination
4	Leadership	14	Work-related knowledge	4	Self-control	14	Sensitivity to Fashion
5	Clerical skills	15	Writing skills	5	Science-related skills	15	
6	Lack of sense of humour	16		6	Fear of dirt	16	
7	Verbal expression	17		7	Musicality	17	
8	Co-operation	18		8	Audibility	18	
9	Low motivation to study	19		9	Taste	19	
10	Applications of computer software	20		10	Body height	20	

<b>The following are some examples.</b>			
After discussion, abilities / competencies that can be improved		Action plans for improvement	
1	Lack of sense of humor	1	Read more jokes
2	Market awareness	2	Read more news, market info and magazines
3	Creativity	3	Take relevant courses
4	Detail-orientedness	4	Pay more attention to the surroundings
5	Self-control	5	Take EQ courses to enhance motivation
6	Science-related skills	6	Training that improve logical thinking
7	Musicality	7	Take relevant courses, listen and practise more



## Note:

Based on the above results, what abilities / competencies do you still lack in the pursuit of your occupational goals? Try to classify them into "Abilities/competencies that can be improved" and "Abilities that cannot be improved".

Abilities / competencies that can be improved	Abilities / competencies that cannot be improved
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

Re-examine the column of "abilities / competencies that cannot be improved". Are you sure these abilities really cannot be improved (e.g. height, such as the male applicants and female applicants for HK Police Force must be at least 1.6m and 1.52m respectively), or simply you don't want to? Abilities/competencies such as academic qualification, experience and physical capability actually can be improved. Thus, discuss with your support partner first before drawing the following conclusion:

After discussion, the abilities / competencies that actually can be improved	Action plans for improvement
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

**Pause and Think**

Summarize the outcomes of Activity 2 and 3, what is your decision? Choose one out of the following.

To make a step closer to my ideal subject / occupation, I have taken the following action(s): \_\_\_\_\_

To make a step closer to my ideal subject / occupation, I PLAN to do the following: \_\_\_\_\_

Regarding the choice of future study / occupation, I intend not to do anything in the short run. (Why? Can you share your thoughts with your support partner?) \_\_\_\_\_

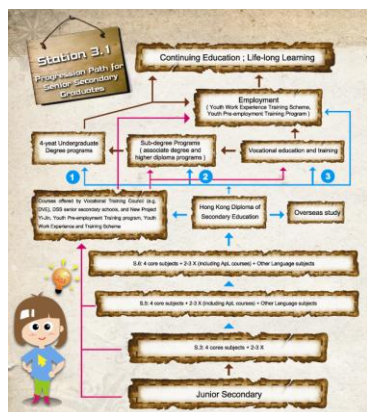
40 Career Mapping: A Career Development Tool for Senior Secondary Students All rights reserved. No photocopying.

- ✓ The major objective of this activity is to help students understand that most of the 'abilities / competencies that cannot be improved' can actually be improved.
- ✓ Teachers can encourage students to discuss the reasons why some abilities / competences cannot be improved and clarify their misconceptions if necessary.
- ✓ The part on actions for improvement can be done as a class sharing activity, an interview or a debate.
- ✓ Some action plans for improvement include training / nurturing, time, endurance, personal effort, more concrete objectives and higher motivation, etc.
- ✓ Teachers can make use of examples to illustrate the possibility to improve certain abilities / competencies, e.g. creativity, musicality, sense of humor, memory, etc can all be enhanced through relevant training and courses, and science-related skills, logical thinking and deduction can be improved with more practice, thinking and asking more questions.



### Station 3: Understanding Your Opportunities of Further Studies, Training and Work

This station provides information about opportunities of further studies, training and work. Station 3.2 is the progression pathways for senior secondary graduates.



To help teachers and parents to have a better understanding of the relationship between their elective subjects and their tertiary education opportunities, we have summarized some information in the booklet for reference. Yet for the most up-to-date information, students, teachers and parents should go to the website of the Education Bureau and relevant tertiary institutions.

Station 3.2-3.4 are post-secondary courses categorized according to the Holland codes, which a joint-effort of various education specialists and front-line educators. The information can help students make links and reference to their future study opportunities and jobs. The following points should be borne in mind when making use of the information:

- Student should consult their guidance on the suitability of the programmes to themselves
- Students should make reference to 2 to 3 more codes rather than solely matching their career interest codes mechanically with the programmes. For example, if a student's code is ISA, then apart from exploring ISA-corresponding programs and jobs, those corresponding to SAI, or even IAS and SAI should also be considered.
- Personal traits are just one factor we need to consider in making a study or career choice. Students should also consider their own career goals, abilities, contextual limitations (e.g. finance) before making a truly informed choice.

**Station 3.2**

**Table 2: Sub-Degree Courses categorized by Holland Codes (for 2012 intake)**

**Station 3.3**

**Table 1: University Courses (under JUPAS System) categorized by Holland Codes (for 2013 intake for HKDSE candidates)**

**Station 3.4**

**Table 3: HK Occupations categorized by Holland Codes**



## Station 4: Preparing for the Student Learning Profile

### Station 4.1: My Career Profile (Individual Student Planning Portfolio Summary)

**Objective:**

To help students summarize all the learning experiences in the booklet, to prioritize and to sort the information in preparation for a personalized career portfolio.

**Reminder:**



- ✓ Career exploration starts from the understanding of the differences among different jobs / occupations. It can be done in 2 ways: information search / survey and personal experience. Active career exploration can help students to:
  - understand the types of jobs and work environments you are interested in
  - lead you to a new job / career that you have never thought of
  - explore more opportunities for education and training and their admission requirements

✓ Career portfolio is a collection of students' career experiences (including their career interest assessment, work experience) and their academic and other learning experiences (including their community service and various extra-curricular activities). All these types of information are important to a student's future.

✓ It is suggested that students be given more time for preparation. They can be asked to first reflect on their results in the Stations conducted in S4 to S6, and perhaps re-do the part on 'Understanding Yourself' in Station 2.

### Station 4.2: Writing up my Self-Account

**Objective:**



The station aims at helping students write up the second part of their SLP: **Self-account**. This is a daunting task in which students are required to write about their **unique** self through a thorough reflection upon their own interests, personality, characteristics, skills and dreams. This 'life script' can help students to:

- systematically tidy up their information through careful sorting and selection of their strengths and weaknesses
- plan for the future based on their chosen life direction and ways to realize their dreams
- provide detailed information to others based on their records of their OLEs
- review their past and prepare for the future interviews through a more thorough understanding of themselves and their preferred directions for development





**Reminders:**

- ✓ Teachers can remind students to make use of the results obtained in Section 2 of this Career Mapping.
- ✓ Students should read carefully the suggestions for writing up the self-account.
- ✓ Teachers can consider working with other parties in the school to provide relevant and sufficient information for writing this up, language support and personal guidance so that this life script can serve as a blueprint for the SLP.
- ✓ Below are some advice for the support partners:
  - ◆ Start by reading through different parts of this Career Mapping completed by the student before giving some overall comments
  - ◆ Try to appreciate and recognize their effort and strengths, and even their willingness to step out of their comfort zone. It is always better to recognize one's strengths before pointing out one's areas for improvement.
  - ◆ Encourage the student to read their own script from a third-person perspective and prompt him / her to suggest how to improve the piece
  - ◆ Celebrate success! The completion of a self-account itself is already a big achievement that deserves rounds of applause!

**Examples of a Self-Account**

**Self-Account of Kit based on results of "Career Mapping" (Kit's story can be found in p.9 of this Handbook)**

Version 1

I like arts and design; working in a field that is related to them was my hope since I was young.

In the past three years of NSS study, I have been trained to have an analytical and logical mind through science subjects; as well as doing everything cautiously. On the other hand, I have studied History and Design, and I started to gain interest in arts stream also.

Among the subjects in arts stream, I like design most. To be a designer, I know I have to be creative. Besides reading some books related to design, I started to think creatively whenever I am going to solve any problems or to make a product. A designer has to take care of needs of the customers; I also serve as a big sister to teach the junior form students and serve in the voluntary group in order to train me to be patient.

Of course, this is not enough a student today in Hong Kong, a student nowadays needs to be all-rounded. I took part in different activities during my NSS, such as the vice-chairperson of one of the Houses and participation in various art competitions. They gain me some precious experiences, such as developing my responsibility, communication skills and creativity. From this late July to August, I participated in voluntary work for over 100 hours, spending time to lead the old people to play games. I understand that I must be patient, calm and careful so that I will not ruin my work. I stay the same when I do experiments and researches in the laboratory.

I played various kinds of sports too. As a school volleyball team member, I have been trained to have leadership, confidence and patient, because lacking either one of them you may lose the match. I bring these talents to my life and I believe that with them, I can learn more successfully.

I am sure that I am fitted in studying arts or design. I am sincerely looking forward to having an opportunity to receive education in university.







Version 2

Every young person has his dreams but most of these dreams do not come true. In my secondary education, I have been striving persistently to explore my aspiration fields related to art and communication and to equip myself for the profession through academic and non-academic involvement.

I am thankful to have ample opportunities for developing various kinds of interests and hobbies when I was young. Though I was expected to excel in all of them, I was gradually aware of my earnest interest in Art and Design. Engaging in drawing or producing a piece of creative artwork always gives me a sense of flow. I enjoy the process of learning more than the outcomes. I became increasingly sensitive to art works including the paintings in school and museums, modern architectures, and even window display designs in shopping malls. My enthusiasm in Art and Design turned out to be my driving force to take an Applied Learning Course in Fashion Design organized by a tertiary institute. I need to attend a three-hour lesson every weekend. This two-year course gave me an authentic experience in design industry. I was able to equip myself with the knowledge, skills and develop positive attitude towards the industry. I could meet and learn from professionals. Most importantly, I was successfully selected to be one of the 20 candidates to show our individual designs in the fashion show. It was an unforgettable experience widened my horizon and allowed me to apply various skills I learnt.

I enjoy meeting different people. We have a Chinese saying, “it is an art for us to communicate with people”. Being the Vice House Captain, I needed to coordinate and motivate more than 200 students in our house to take part in various inter-house activities. I also taught lower form students the skills in sports, and debating. At the same time, I concerned about their study and gave advice whenever possible.

I was one of the core members of the voluntary service group in school since I was in S.3. The first time I experienced the satisfaction of serving other people in need was to lead over 40 schoolmates to design a birthday party for an elderly group. I could still remember the laughter and joy on that day. Since then, I joined various community services for different people, from kids to elderly, from local people to non-Chinese speaking communities, and from people in Hong Kong to new immigrants from mainland China. Working closely with my volunteer group partners assures me that patience, trust and humbleness are qualities we should have when serving others.

Life has been so fruitful in the past few years. There have been learning opportunities and challenges in my study and other learning experiences. Nevertheless, I am sure that the attributes, including a sense of responsibility, willingness to collaborate with people, and perseverance I demonstrated and developed through them have laid the solid foundation for my pursuit in further study and career aspirations. I am looking forward to a new journey of navigation.

Question for reflection:

Compare the two self-accounts about Kit. Which one provides more information about Kit, in terms of his/her academic strength, interest, personal goals, generic skills and expectation towards tertiary education? Why?