

生涯指紋

CAREER
FINGERPRINT

能力探索 • EXPLORING YOUR SKILLS AND STYLES



使用手冊 • Game Instructions



香港輔導教師協會

Hong Kong Association of Careers Masters and Guidance Masters

前言

Foreword

多年來，香港輔導教師協會對推動本港中學界升學就業與學校輔導的專業化都不遺餘力；為慶祝本會成立六十周年，我們推出嶄新的計劃《生涯指紋》。《生涯指紋》是香港輔導教師協會發展一系列生涯卡工具的統稱。2008年，本會發行第一套職業排卡，自此我們致力發展不同具質素的工具，讓輔導人員以小組輔導或個人規劃的形式進行質性的生涯評估。我們承諾遵從以下原則，繼續發展輔導教材及工具：

- (1) 有理論支持；
- (2) 有實證基礎；
- (3) 在地化；
- (4) 由學術界及富經驗的輔導員攜手協作；
- (5) 非牟利。

經過創作和研究團隊兩年來的準備和努力，我們欣然向大家宣布《生涯指紋：探索技能篇》第一版正式推出！

The Hong Kong Association of Careers Masters and Guidance Masters Limited (HKACMGM) celebrates the 60th anniversary of promoting professionalism in career guidance and counselling in secondary school sector by initiating the brand new project “Career Fingerprints”. “Career Fingerprints” would be the encompassing

label of various career card sort tools developed by HKACMGM. Since 2008, when the first set of occupational card sort was released, we have endeavoured production of quality tools that career practitioners would use in group guidance and individual planning, in the form of qualitative career assessments. We pledge to create tools following the principles of: (1) theory-driven; (2) evidence-based; (3) contextualized; (4) collaboration with input from academics and experienced practitioners; and (5) non-profit making. After two years of preparation and hard work of the Research and Development Team, we proudly announce the release of the first edition of Career Fingerprints – Exploring Skills & Styles.

有關技能和排卡的基礎理論

《生涯指紋：探索技能篇》旨在為教育工作者／輔導人員提供一套工具，透過排卡等不同活動，幫助學生／當事人進一步了解自己、探索生涯抉擇及訂立行動計劃。這套卡亦可用於引領活動後的解說，以及其他如正向教育等的教育用途。

設計過程中我們參考了不同技能、工作能力、工作風格和態度的模式。我們按美國O*NET工作能力和工作風格的模式為藍本，也對照其他模式，包括：

- (i) 教育局的九種共通能力（2015）；
- (ii) 教育局的七種首要價值觀（2008）；
- (iii) 經濟合作與發展組織（OECD）的能力架構（2014）；
- (iv) 經濟合作與發展組織（OECD）的社會進步所需技能（2015）；
- (v) 世界經濟論壇（World Economic Forum）的核心工作有關能力與技巧模式。

我們把這個技能清單跟Lippman和他團隊的成果比較。Lippman等人(2015)檢視了超過380個資源，發現了共238項在學術界會使用的術語和與工作有關的素質／特點有聯繫。Lippman等人(2015)把這238項術語歸納為29種軟技能。

為讓這套卡方便使用，我們須把素質／特點的數量保持在可控制範圍內。由學者、教育工作者和輔導人員組成的七人專家小組，按O*NET的架構檢視和修訂卡的內容，務求符合本地實況。我們同時考慮到教育界和職場的最新發展（如STEM教育和創新產業），從其他模式挑選了一些沒有包括在O*NET內，但對未來職場重要的素質／特點。決定這些素質／特點前，我們還進行了一項調查，當中訪問了約三十位中學教師及一百二十位學生對未來工作所需的素質和其重要性的看法。

最後，我們選出了54項素質／特點，組成了《生涯指紋：探索技能篇》內容。

Career Fingerprints – Skills & Styles Card aims at providing educators/counselors with a tool to conduct various activities like card sorting exercises to help students/clients better understand themselves, explore career options and set action plans for actualizing their goals. The card-set can also be used to facilitate debriefing sessions and other educational purposes such as positive education.

The development of the card-set has taken reference to various models of competencies, work skills, work styles and attitudes. Specifically, the model of work skills and work styles from O*Net was used as a major reference point, which was then compared with other models, namely:

- (i) Education Bureau (EDB)'s nine generic skills (2015);
- (ii) EDB's seven priority values (2008);
- (iii) OECD's Competency Framework (2014);
- (iv) OECD's Skills for Social Progress (2015); and
- (v) World Economic Forum's model of core work-related abilities and skills (2016).

The list was further compared with the work from Lippman and his team. Reviewing more than 380 resources, Lippman et al. (2015) found a total of 238 terms associated with work-related attributes/qualities had been used in the academic field. Lippman et al. (2015) categorised these 238 terms into 29 soft-skills.

To make the card-set a handy tool, it is necessary to keep the number of attributes/qualities at a manageable size. A panel of 7 educators and counselors was formed to review and adapt the O*NET model to the local context. Taking into consideration of the current trends in education and workplaces (e.g. STEM education and the development of innovation industries), some attributes/qualities that were not covered in the O*Net model but were deemed important in the future workplace, were selected from other models. The selections also took reference to a survey that had collected about 30 secondary teachers' and 120 students' views on their understanding of the attributes and their perceived importance of the attributes to future jobs.

At last, a total of 54 career-related attributes/qualities were selected to form the Career Fingerprint – Skills & Styles Card.

技能卡牌排序的主要原則

Main Principles of Skills Styles and Card Sort

排卡的優點

使用排卡的優點包括：

- 提供有結構的練習
- 促進關係
- 真實化的選擇
- 促進回饋
- 促進人際溝通
- 減少依賴
- 促進包容
- 能照顧當事人的個別需要

There are some benefits of using Career Cards:

- Provide Structure Exercise
- Promote Bonding
- Authenticate Choices
- Promote Feedback
- Promote Interpersonal Communication
- Minimize Dependency
- Promote Inclusivity
- Tailored to Client's Individualized Needs

排卡練習

職業排卡是種幫助當事人釐清不同生涯素質觀念的非標準化的方法。它可以由零開始創造一系列的項目，如事業興趣、能力或價值觀（Gysbers 等，2003）。跟一般標準化工具不同，職業排卡並不會有分數或常模。我們讓當事人參與生涯素質的排序，旨在促進他們的生涯發展。雖然排卡練習是半結構的(semi-structured)，但當事人可以自己的觀點視角察看每張卡，所引發的主題是有無限可能性的；而每個人組織自己的思想的方式也是獨一無二的。

排卡的效能往往取決於當事人能否以自己的觀點，描述過往的思維中的模式，並最終為它賦予意義（Gysbers等，2003）。同時輔導員的引導技巧也決定排卡的效能。如果能充分依從指引，排卡練習可讓當事人講述自己和他們對工作的期望，幫助當事人進一步了解自己。

Career Card Sorts are non-standardized approaches to sorting different ideas of client's career attributes. It can be started from scratch or creating some array of items, such as career interests, skills or values (Gysbers et al, 2003). Unlike most standardized instruments, Career Card Sorts do not produce scores or have norms. We involve the client sorting various career attributes for career facilitation purposes. Although the Exercises are semi-structured, the clients may look at the cards with their own perspectives. The theme possibilities are limitless. Each person should have a unique way of organizing one's thoughts.

The effectiveness of using Card Sorts usually depends on clients' ability to verbalize and eventually make sense of patterns they used to think from their own perspectives (Gysbers et al, 2003). It also relies on the instructors' facilitation skills. If you follow the instructions adequately, this Card Sort Exercises should help clients better understand their life patterns as they talk about themselves and their expectations about careers.

關於職業概覽

About Occupational Profiles

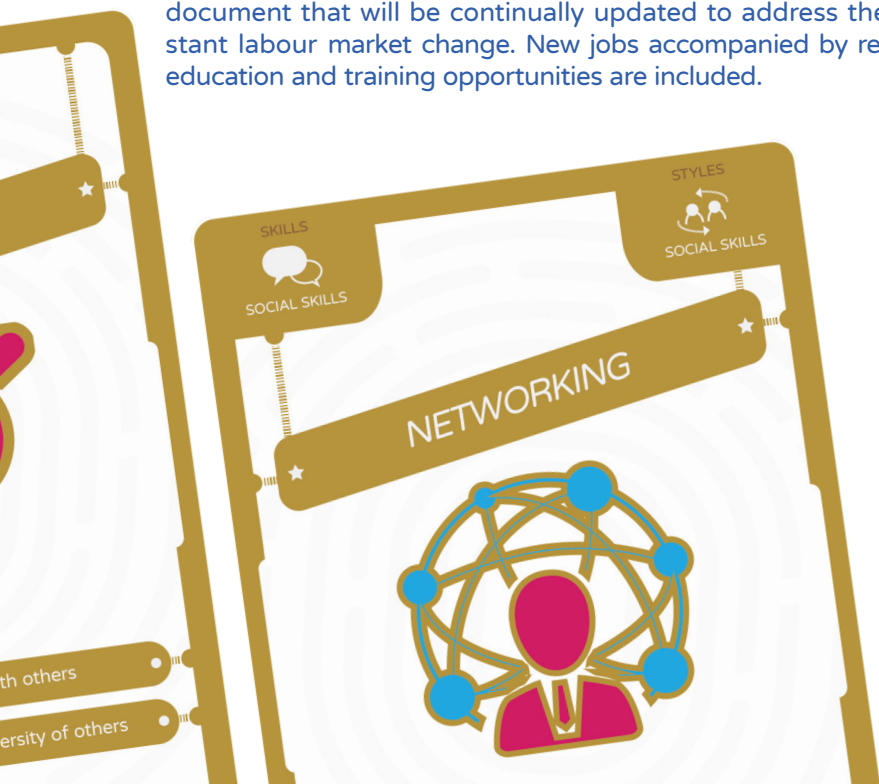
O*NET職業概覽由美國勞工僱傭及培訓管理部所發展，旨在幫助使用者從涵蓋整個美國經濟近一千種的工作中，揀選最適合的項目作初步生涯探索。它的資料庫既全面且免費讓公眾使用；它包括了每種職業最相關的工作技能及工作風格，並由相關職業中範圍廣泛的從業員持續更新。為方便參照，本卡牌設計採用了O*NET的工作技能及工作風格概念，作為基本概念框架。

本港的職業資料，暫時以由職業訓練局編寫的《VTC職業資料庫》網上平台較完備。該平台搜羅香港數百項主要工作的資訊，包括入職條件、技術及能力、要求、職責和工作環境等，是輔助學生及在職人士規劃進修途徑和事業發展的工具。職業資料庫的內容會不時更新，包含新興職業類別及相關的培訓資訊，以配合人力市場轉變，並以國際標準職業分類（ISCO）作參考，把香港的主要職業劃分為12個行業組別，以便使用者能更容易搜尋有關的行業資訊。



The O*NET Occupational Profiles was developed by the U.S. Department of Labor Employment and Training Administration about the time the O*NET was created to help people identify which of almost 1000 occupations covering the entire U.S. economy might be most useful for initial career exploration. The database, which is comprehensive and available to the public at no cost, recorded most relevant Work Skills and Working Styles in each occupation that is continually updated from a broad range of workers in the respective occupations. The Card design adopted the O*NET constructs of Work Skills and Working Styles as its main conceptual framework for easy reference.

In Hong Kong, VTC Occupation Dictionary, developed by the Vocational Training Council as a web-based platform, is the most resourceful occupational profile based locally. It is a tool that helps students as well as adults to look for information of major jobs in Hong Kong. Information including entry requirements, skills and competencies, duties and work environment, will facilitate your education decisions and career planning. The platform makes reference from the International Standard Classification of Occupations (ISCO) to structure the major occupations in Hong Kong. The available jobs are also categorised into 12 industry groups for easy search of interested areas. OD is a living document that will be continually updated to address the constant labour market change. New jobs accompanied by relevant education and training opportunities are included.



工作技能 Work Skills



學習與思考技巧 Learning and Thinking Skills

是修訂自O*NET解決複雜問題技巧和大部分基本技巧的概念，即是指能促進學習和解決複雜與現實世界問題的能力。

is an adaptation O*NET construct of Complex Problem Solving Skills and most Basic Skills, which refer to developed capacities that facilitate learning and to solve problems in complex or real-world settings.



管理技巧 Management Skills

主要是修訂自O*NET資源管理技巧的概念，即是指有效分配資源的能力，以及O*NET系統技巧的概念，亦即是指了解、監察及改善社會技術系統的能力。

is mainly an adaptation O*NET construct of Resource Management Skills, which refer to developed capacities that used to allocate resources efficiently and the construct of System Skills that used to understand, monitor and improve socio-technical systems.

本工具參考了O*NET職業概覽，共設有54種生涯素質卡，涵蓋了4類工作技能和5類工作風格。下列通用的概念乃修訂自O*NET的工作技能：

With reference to the O*NET Occupational Profiles, there are altogether 54 career attributes cards that comprise 4 categories of Career Skills and 5 categories of Working Style. The following global constructs are adapted from O*NET construct of Work Skills:



人際交往技巧 Social Skills

是修訂自O*NET人際交往技巧及一些基本技巧的概念，即是指與別人工作以達成目標的能力。

is an adaptation O*NET construct of Social Skills and some Basic Skills that refer to developed capacities used to work with people to achieve goals.



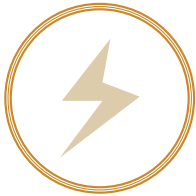
技術性的技能 Technical Skills

是整合自O*NET技術性的技能的概念，即是指設計、建立和更正機械或科技系統應用故障的能力。

is an integrated adaptation O*NET construct of Technical Skills which refer to developed capacities used to design, set-up, and correct malfunctions involving application of machines or technological systems.

工作風格

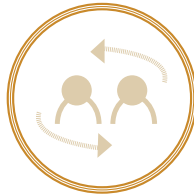
Working Styles



幹勁 Drive

是修訂自O*NET成就取向的通用概念。高幹勁的人有高動機在工作上更上一層，並會主動找機會承擔額外的職務。他們對自己的表現有高期望，遇到障礙也不會輕易放棄。他們充滿自信，在職場上善於表達己見。

The global construct Drive is an adaptation O*NET construct Achievement Orientation. Individuals who are high in Drive are motivated to advance in their jobs and will look for opportunities to take on additional responsibilities. They set high standards for their performance and will not let obstacles keep them from accomplishing their goals. They are self-assured and are comfortable expressing their opinions in the work-place.



人際溝通 Interpersonal Orientation

是結合了O*NET人際溝通和社交影響的通用概念。高人際溝通的人重視和同事的關係，並善於察覺他人的需要和情緒。他們喜歡同心協力的團隊工作。他們善於領導工作計劃和作重要決策。

The global construct Interpersonal Orientation is a combination of the O*NET constructs Interpersonal Orientation and Social Influence. Individuals who are high in Interpersonal Orientation value their relationships with their co-workers and are sensitive to the needs and emotions of others. They enjoy working on a team and collaborating on tasks. They may feel comfortable leading projects and making important decisions.



適應轉變 Adjustment

是沿用了O*NET同名適應轉變的通用概念。高適應轉變的人面對巨大壓力時仍然處變不驚。他們對於職場上的轉變應對良好，並不會讓工作壓力影響自己的個人生活。他們勇於接受正面批評，並會考慮自己行為的後果。

The global construct Adjustment follows the same structure as the O*NET construct of the same name. Individuals who are high in Adjustment stay calm and composed while working in high-pressure situations. They react well to changes in their work environment and don't let stressful situations at work negatively affect their personal lives. They accept constructive criticism and consider the consequences of their actions.

是整合自O*NET工作風格的概念，即是指可影響個人工作表現的不同個人特質。工作風格的框架主要建基於Messer and Ureksoy (2014) 的工作風格評估(Working Styles Assessment, WSA)。它把工作風格分為下列5類：

Working Styles is an integrated adaptation O*NET construct of Work Styles which refer to various personal characteristics that can affect how well someone performs a job. The framework of Working Styles is mainly based on the conceptualization in the Working Styles Assessment (WSA) (Messer and Ureksoy, 2014). It categorizes Working Styles into 5 types as follows:



解決問題

Problem-Solving

是修訂自O*NET實用智能的通用概念。高解決問題的人能合乎邏輯地解決複雜的問題，並懂得把眾多職務分辨緩急優次。他們往往能發現新的處事方法，而且善於打破常規。他們能在低監督下有效地完成工作，並毋須依靠別人為他們決策。

The global construct Responsibility is an adaptation of the O*NET construct Conscientiousness. Individuals who are high in Responsibility strive to keep the commitments they make; they can be counted on. They produce work that is high quality and generally free from mistakes. They are honest and adhere to the rules of the workplace.

責任承擔

Responsibility

是修訂自O*NET認真謹慎的通用概念。高認真謹慎的人努力履行許下的承諾，他們忠誠可靠。他們的工作成果質素甚高而少犯錯誤。他們誠實而遵守職場的規條。

The global construct Problem-Solving is an adaptation of the O*NET construct Practical Intelligence. Individuals who are high in Problem-Solving can work through complex problems in a logical manner and can prioritize multiple responsibilities. They often find new ways of doing things and are good at “thinking out-side the box.” They work effectively with minimal supervision and do not rely on others to make decisions for them.

WORKING
STYLES

參考資料：

EDB (2008).
The Revised Moral and Civic Education Curriculum Framework.

EDB (2015).
An Overview on Ongoing Renewal of the School Curriculum
– Focusing, Deepening and Sustaining.

Gysbers, N.C., Heppner, M.J., & Johnston, J.A. (2003)
Career Counselling: Process, Issues, and Techniques,
Pearson Education, Inc, Boston.

Lippman, L. H., Ryberg, R., Carney, R., & Moore, K. A. (2015).
Workforce Connections. Key "soft skills" that foster youth work-
force success: toward a consensus across fields. Child Trends pub-
lication.

Messer, M. A., & Ureksoy, H. (2014)
Work Styles Assessment™ (WSA®), Psychological Assessment
Resources, Florida.

OECD (2014). Competency framework. Retrieved from
https://www.oecd.org/careers/competency_framework_en.pdf

OECD (2015). Skills for Social Progress: The power of social and
emotional skills. Retrieved from
[http://www.oecd-ilibrary.org/education/skills-for-social-pro-
gress_9789264226159-en](http://www.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en)

O*NET <https://www.onetonline.org/>

World Economic Forum (2016). The future of job. Retrieved from
<http://reports.weforum.org/future-of-jobs-2016/>

VTC Occupation Dictionary
<https://occupation-dictionary.vtc.edu.hk/tc>

活動一

Game 1

我的能力與特質

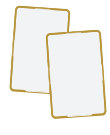
My skills and personal qualities

目標： 初步了解個人自評的能力傾向及水平
需時： 約20-30分鐘
形式： 個別諮商；小組輔導活動（3/4人組；班本）

Objective: To understand individuals' self-rated aptitude and level
Time required: About 20-30 min
Format: To be played in individual counselling or as a group guidance activity (in groups of 3-4; class-based)

步驟一

把所有卡上描述的個人特質橫向分類為『高能力』、『中等能力』、『沒有能力』及『不清楚』四類，此活動可以小組形式進行，學員可自行分組。



不清楚

能力水平：低

能力水平:中等

能力水平：高

步驟二

討論在選擇過程中，有沒有個人發現，特別是『高能力』的特質，或了解到自己在當中的考慮。

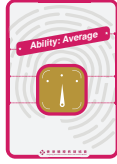
步驟三

看看插圖的分類，你的選擇有沒有給你一點反思？插圖分類包括：學習與思考技巧、管理技巧、人際交往技巧、技術性的技能和五類不同的工作風格。

1

1.

According to the personal qualities printed on the cards, sort all cards horizontally into 4 categories: “High Ability”, “Average Ability”, “Low Ability” and “Not Sure”. The activity can be conducted in groups and students/clients can form groups by themselves.



Not Sure

Ability:Low

Ability:Average

Ability:High

2.

Discuss whether you have any personal discoveries when sorting the cards (especially about the “high ability” qualities) or whether you have realized what you considered in the sorting process

2

3.

Look at the categorization in the picture. Do your choices give you some food for thought? The categories in the picture include Learning and Thinking Skills, Management Skills, Social Skills, Technical Skills and different Work Styles.

3

活動二

Game 2

能力的背後敘述

Narratives about my skills

目標：透過描述自己的活動和成長經歷，確認自己的特點和價值觀
需時：約20-30分鐘
形式：個別諮商；小組輔導活動（班本）

Objective: To help students/clients to confirm their qualities and values through describing their activities and personal experiences

Time required: 20-30 min

Format: To be played in individual counselling or as a group guidance activity (class-based)

步驟一

從『高能力』的卡中，選出兩至三張，分享以下一或兩項：

- (i) 「最重視」
- (ii) 「最想擁有」
- (iii) 「最能代表自己」

分享這些特質的內容，對你的個人意義，簡述一個曾參與的活動或成長經歷如何能展現該特點（生涯敘述）。這些特點對個人的未來（如升學／就業）有何意義？其他學員可提問或作出鼓勵性的支持。（注意：本活動需要有良好的小組氣氛，否則學員在描述經歷時會有機會受傷害。）

1

步驟二

其他學員於每位學員分享後，請盡量作出支持性的回饋，例如說出你對分享學員的進一步了解、鼓勵學員所付出的努力及說出聽到分享後的個人體會。

2

1.

Select 2-3 cards from the “High Ability” category and share one or two of the following items:

- (i) “Most important for me”
- (ii) “Want to possess most”
- (iii) “Most able to represent myself”

Share what these qualities mean to you. Briefly describe how such qualities were demonstrated in an activity that you have taken part in or a personal experience (career narrative). What do these qualities mean to you for your future (such as further study or work)? Other group members can ask questions or give him/her encouragement.

(Note: This activity requires good atmosphere in the group. Otherwise, students/clients may feel hurt when describing their personal experiences.)

1

2.

After each student/client’s sharing, other students/clients are to offer supportive feedback such as talking about something that they understand more about him/her, encouraging him/her for the effort made and saying what they have gained from the sharing.

2

活動三

Game 3

別人眼中的我 “ME” in the eyes of others

目標： 透過他人的回饋，認識自己

需時： 約20-30分鐘

形式： 個別諮商；小組輔導活動（三/四人一組；班本）

Objective: To facilitate the understanding of oneself through the feedback of others

Time required: About 20-30 min

Format: To be played in groups of 3-4 persons (groupmates should know each other for some time).

步驟一

將卡牌平均分成四份，每人一份。

步驟二

每人需要從手持的卡牌中，為其餘三位組員各挑選兩張最能代表他們的卡牌，把其餘沒有用上的卡牌放置一旁。把為組員所挑選的卡牌背面向上，交予組員。現每個組員從其餘三位組員各接二張卡牌，一共六張卡牌——這六張卡牌是其他組員覺得較能代表自己的特點。

步驟三

輪流揭開所接收到的卡牌，並讓所有組員都可能看到。組員可分享對所接收到的卡牌的看法。老師／輔導員可按以下次序及問題，引導參加者發表對卡牌的看法：

- 有哪些特點是我所意想不到的？
 - 為何之前我並沒有想過這些特點能夠代表我呢？
 - 為何其他人會有這種看法？
 - 現在知道了有組員認為我擁有這些特點，這對我來說有何意義？
- 有哪些特點是我也認同的？
 - 為甚麼？
 - 在我以往的甚麼經驗中，也能看到我有這些特點？
 - 這些特點對我的未來（如升學／就業）有何意義？
- 有哪些特點是我所不認同的？
 - 為甚麼？

老師／輔導人員也可請其他組員回應。
重覆步驟4-6，直至所有組員分享完畢。

1.

Divide the cards equally into 4 piles of cards. Each group member takes one pile.

1

2.

Each group member picks TWO cards for each of the three groupmates. The cards chosen should best represent them. Put aside the unselected cards in a pile. Pass the cards chosen for each member to corresponding members. The cards should be kept covered with their back facing up. Now, each member should have received a total of SIX cards, two cards from each of the three groupmates. The qualities printed on these six cards are considered by the groupmates as best representing oneself.

2

3.

Group members take turns to uncover the cards and show them to the other groupmates. The group member can then share his/her views towards the cards he/she has just re-

Teachers/counsellors can use the following questions to guide the participants to share their thoughts and views towards the cards they have received from their groupmates:

3

- Are there any cards/qualities that surprise me?
 - ◇ Why didn't I consider these qualities being able to represent me?
 - ◇ Why would others think that I possess these qualities?
 - ◇ What does it mean to me knowing that some groupmates actually think I have these qualities?
- Are there any cards/qualities that I also agree with?
 - ◇ Why?
 - ◇ From what past experiences did I also demonstrate such qualities?
 - ◇ What do these qualities mean to my future (e.g. further study or work)?
- Are there any cards/qualities that I do not agree with?
 - ◇ Why?

Teachers/counsellors can invite other groupmates to respond to the sharing. Repeat the above steps until all group members see their cards and complete their sharing.

活動四

Game 4

我的能力與未來工作 My skills and my future job

目標：透過是次活動，讓參與者了解不同的職業須具備的技能要求；評估參與者擁有的技能；訂立目標，提升參與者相關技能

需時：約30分鐘

形式：個別諮商；小組輔導活動（班本）

Objective: To help participants understand the skills required for different jobs; To assess the skills that participants possess; To set goals for the participants to enhance the relevant skills

Time required: About 30 min

Format: To be played in individual counseling or as a group guidance activity (class-based)

步驟一

學員列出心目中的理想職業、將加入或正從事的職業。

或

從《職業卡》（香港輔導教師協會出版）中選出三個最希望從事的職業，並按他 / 她最希望投身的事業，按次序排列。

1

步驟二

接活動一，學員先選出十項最有能力的工作技能及十項首選的工作風格。

2

步驟三

運用O-NET Online (<https://www.onetonline.org/>)，找出理想或特定職業的工作技能(Skills)及工作風格(Work Styles)，對比學員最強的工作能力及喜愛的工作風格，檢視職業與個人的合適性。

或

輔導人員可以在過程中觀察參與者挑選技能卡過程，詢問參與者：

- 你如何得知該職業需要哪些技能？
- 你認為相關技能對該職業有何重要性？
- 對於你希望從事相關的職業，你是否擁有相關的技能？
- 你選擇的職業的技能，有何共通的地方？有何不同的地方？
- 如已擁有相關的技能，你可為自己評估一下你對這些技能的掌握程度？（如1是最弱，6是最強）請舉例(如曾參與的活動、比賽、個人成長經歷等)說明為何會為自己這評價。如仍未擁有相關的技能或該技能較弱，你的感覺如何？請你描述一下？
- 你認為你的生活環境中，如何可以讓你有機會學習 / 加強相關技能？
- 你會有何計劃實踐你的學習目標？可以按長、中、短期訂立相關的目標嗎？
- 你可以邀請一至兩位同路人為你訂立的目標作支援？或與你共同學習？(如以小組進行，可以鼓勵其他組員成為同行伙伴)

3

步驟四

總結以上排卡經驗，鼓勵參與者共同實踐計劃。

4

1.

Each student/client lists his/her ideal job(s) and the job(s) that he/she is going to do or is doing, OR picks from the occupation cards (published by HKACMGM) 3 jobs that he/she wants to do most and ranks them according to his/her preference.

2.

The student/client picks 10 skills that he/she is best at and 10 work styles that he/she prefers.

3.

With O-NET Online (<https://www.onetonline.org/>), the student/client looks for the skills and work styles of an ideal job or a specific job, and compares them with the skills that he/she is good at and the work styles he/she prefers, examining whether this job is suitable for him/her or not.

OR

The teacher/counsellor can observe the student/client picking skill cards and ask him/her the following questions:

- How do you find out what skills are required for this job?
- What do you think is the importance of such skills for this job?
- Do you possess the skills required for the job you want to do?
- What are the similarities amongst the skills of the jobs that you have chosen? What are their differences?
- If you already possess the skills, can you evaluate how well you have mastered them (with 1 meaning the weakest and 6 meaning the strongest)? Please explain why you have such an evaluation with examples (e.g. the activities and competitions you have joined, personal experiences, etc.). If you do not possess these skills or consider yourself weak in them, how do you feel? Please describe your feeling.
- How do you think you can have the chance to learn / improve these skills in your life?
- How will you actualize your learning goals? (You may set long-term, medium-term and short-term goals.)
- You may invite 1 to 2 peers to set goals with you and give you support or learn with you. (If the activity is conducted as a group, members can be encouraged to be support partners of each other.)

4.

Sum up the card sorting experience and encourage participants to put their plans into practice with each other's support.

附加活動

認識職業能力要求及工作風格 - 職業技能猜猜看

以3-4人為一小組進行，每組可以獲發一張職業卡及5張技能卡。小組需要討論及列出以下事項：

- 職業卡上的職業需要具備甚麼技能？
- 你認為手上的技能卡是否可以幫助他們獲僱主聘用職業卡上的職業？請加以說明。
- 要從事手上的職業，你認為仍需要再獲得甚麼技能才可以獲僱主聘用？
- 每組在5張技能卡中，按該職業需要，猜想該職業需要相關技能的重要程度，並按最重要到最不重要排序。

每組選一名組員，巡視不同組的職業卡及相關技能卡，並用自己的一張技能卡，以「黑、白/包、剪、」的方式，與另外的組別交換不同的技能（每組最多與同一組交換2個技能，或其中兩組交換1個技能）。最後老師/輔導員公布該職業需要的技能，參與組別獲得該職業需要的技能最多者為之勝。

活動後解說:

- (一) 你如何得知手上職業所需要的相關技能？
- (二) 你未來希望從事甚麼職業？你又認識該職業需要的技能嗎？
- (三) 你是從甚麼途徑知道該職業需要的技能？
- (四) 你可以在學習階段、日常生活中掌握相關的技能嗎？
- (五) 你會如何提升個人的技能？

Additional Activity

Understanding career skills required and work styles

– Guess the career skills

Form groups of 3-4. Each group is given 1 career card and 5 skill cards. Discuss and jot down the following:

- What skills are required for the job on the career card?
- What additional skills do you think one needs to possess if one is to be employed to do the job on the card?
- Arrange the 5 skill cards according to the importance of the skills for the job on the card from “The most important” to “The least important”.

Each group chooses a member to walk around and look at the career cards and skill cards of other groups. He/she is to exchange skill cards with other groups by playing “paper, scissors and stone” or “black and white”. (Each group can at most exchange 2 skills with one of the groups or exchange 1 skill each with two of the groups.)

At the end of the activity, the teacher/counsellor will announce the skills that are required for each job. The group that can get the most skills required for their job wins the game.

Notes for debriefing:

1. How did you know what skills are required for the job you got?
2. What job do you want to do in the future? What skills does this job require? In what ways did you learn about what skills are required for this job?
3. Can you master these skills in your study and in your daily life?
4. How will you enhance your skills?

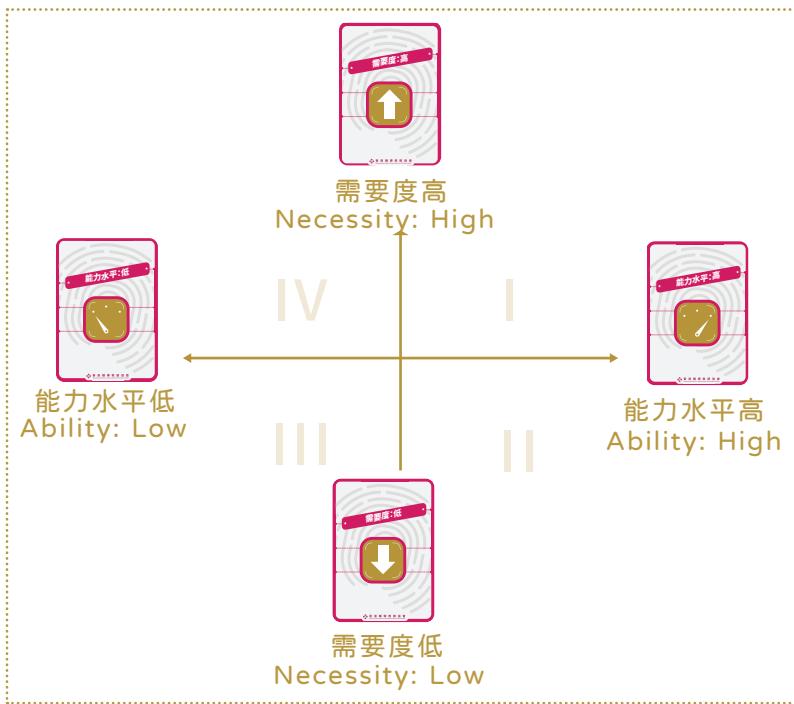
活動五

Game 5

能力圖譜 Skill Map

- 目的： 透過描述自己的活動和成長經歷，確認自己的特點和價值觀
需時： 約45-60分鐘
形式： 老師／輔導員與學生進行單對單輔導
道具： 底紙一張（自備）/分類卡
（能力水平：高vs低；對未來升學/就業的幫助：需要度高vs需要度低）

- Objective: To help students/clients to confirm their qualities and values through describing their activities and personal experiences
- Time required: About 45-60 mins
- Format: To be played in individual counseling
- Props: a piece of interleaving paper / a categorization cardboard (Ability: high level vs. low level; Necessity for further study/work: high degree of necessity vs. low degree of necessity)

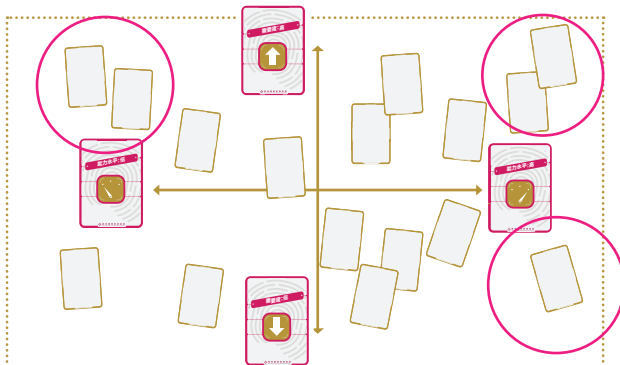


步驟一

學生手持洗勻了的卡牌，逐一取出，細閱卡牌所顯示的特點和描述；學生按以下原則把卡牌放在底紙的適當位置：

- i. 如學生認為自己擁有該卡牌所顯示的特點，便把卡牌放在靠右的位置；如學生認為自己並未擁有該卡牌所顯示的特點，則把卡牌放在靠左的位置；如覺得一半一半，則把卡牌放在近中間的位置。
- ii. 的位置。

如學生認為該卡牌所顯示的特點有助未來升學/就業，便把卡牌放在靠上的位置；如學生認為該卡牌所顯示的特點無助未來升學/就業，則把卡牌放在靠下的位置；如覺得一半一半，則把



2

步驟二

每老師／輔導人員可按以下次序及問題，引導參加者發表對卡牌的看法：

- i. 邀請同學選取一至兩張放置在“I”區的卡牌，簡述一個會參與的活動或成長經歷如何能展現該特點，以及為何覺得那些特點有助未來升學/就業；然後再追問學生打算以後如何好好善用那些特點。
- ii. 邀請同學選取一至兩張放置在“II”區的卡牌，簡述一個會參與的活動或成長經歷如何能展現該特點，以及為何覺得那些特點無助未來升學/就業；透過反問或個案分享，讓同學反思那些特點會否對未來升學/就業在某程度上也有幫助
- iii. 邀請同學選取一至兩張放置在“IV”區的卡牌，分享為何覺得那些特點有助未來升學/就業；然後再追問學生是否希望增強那些特點，有沒有行動計劃？

3

步驟三

如老師／輔導人員發現學生所放置的卡牌分佈極不平均（例如把九成的卡牌放置在「我並未擁有這特點」／「這特點無助未來升學/就業」的區域），可透過提問了解學生的想法，並透過學生自述幫助學生發掘自己的特點。

步驟四

你認為現在自己所欠缺的是哪些能力？可於活動四的I及IV區找出，並將這些能力分為能改善和不能改善，最好以小組形式進行。



4



步驟五

請檢視「不能改善」一欄，這些項目是否真的不能改善，還是您不願意去改變呢？請以例子說明，並列出經討論後認為有可能改善的能力及改善方法。

經討論後認為有可能改善的能力		改善方法	
1		1	
2		2	
3		3	
4		4	
5		5	

步驟六

再檢視自己已有的能力或取向，或邀請同行伙伴或老師/輔導人員一起思考，看看如何能協助提升個人的所需能力。

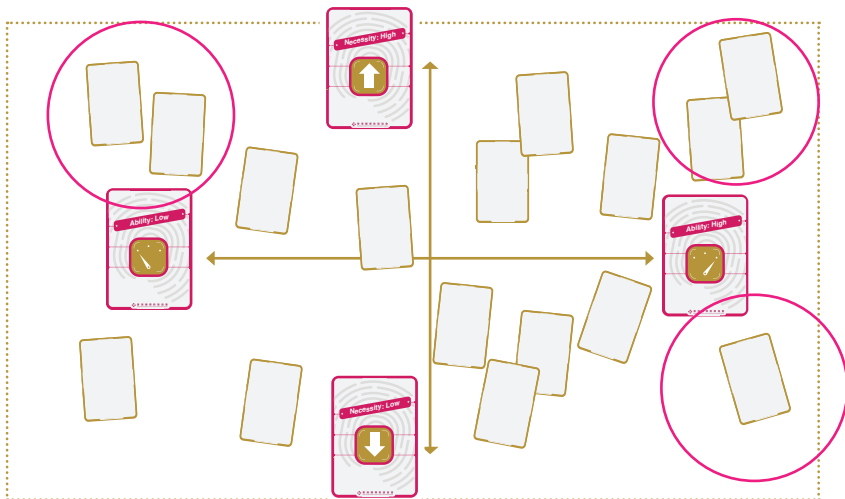


1.

The student/client draws cards from a stack of shuffled cards one by one and reads the quality and description on each of them in detail. Then, he/she places the cards in the correct areas on the paper according to the following principles:

- i. If the student/client thinks that he/she possesses the quality printed on the card, put the card on the right-hand side. If the student/client thinks that he/she does not possess the quality printed on the card, put the card on the left-hand side. If he/she is not sure, put the card in the middle part.
- ii. If the student/client thinks that the quality printed on the card is helpful for further study or work, put the card at the upper part of the paper. If he/she thinks the quality printed on the card is not helpful for further study or work, put the card in the lower part of the paper. If he/she is not sure, put the card in the middle part of the paper.

The game ends when the student/client finishes putting all cards on the paper (as shown below).



2.

The teacher/counsellor can guide the student/client in sharing his/her view towards the cards with the following steps and questions:

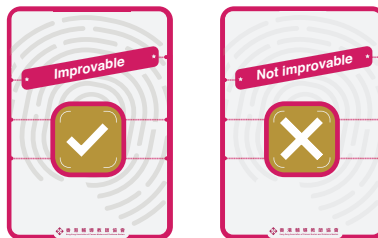
- i. Invite the student/client to pick 1-2 cards placed in area “I” and share how an activity that he/she joined in the past or a personal experience demonstrates these qualities and why he/she considers these qualities helpful for further study or work. Then, ask the student/client how he/she is going to make
- ii. Invite the student/client to pick 1-2 cards placed in area “II” and share how an activity that he/she joined in the past or a life experience demonstrates these qualities and why he/she does not consider these qualities helpful for further study or work. Through rhetorical questions or case sharing, help the student/client reconsider whether these qualities may be helpful for further study or work to some extent.
- iii. Invite the student/client to pick 1-2 cards placed in the area “IV” and share why they consider these qualities helpful for further study or work. Then, ask him/her whether he/she hopes to further strengthen these qualities and whether he/she has an action plan for this.

3.

If the teacher/counsellor finds that the cards that the student/client placed on the paper are unevenly distributed (E.g. 90% of the cards are in the area indicating “I do not possess these qualities” or “I don’t think it is helpful for my further study or work”), try to understand the thoughts of the student/client by asking him/her questions and help him/her to discover his/her qualities by his/her own narrative.

4.

What skills do you think you lack? You may find out from areas “I” and “IV” in Game 4 and categorize them into “Improvable” and “Not improvable”. (Best to be conducted in groups)





5.

Review the column of “Not improvable” items. Are the items indeed not improvable or are you reluctant to change? Illustrate this with examples. Also, list the skills that you consider improvable after the discussion and ways to improve them.

Items that are considered improvable after discussion		Ways to improve	
1		1	
2		2	
3		3	
4		4	
5		5	

6.

Review your existing skills and aptitudes again (or invite peers or a teacher/counsellor to work with you), think about how you can upgrade your required skills.



活動六

Game 6

工作風格與職業志向

My work style and my career

目的： 認識個人能力及工作風格如何與未來工作相關
需時： 約45-60分鐘
形式： 老師／輔導員與學生進行個人輔導

Objective: To facilitate the understanding of the relationship between one's personal skills, work style and one's future jobs

Time required: About 45-70 min

Format: To be played in individual counseling

步驟一

預先抽出所有工作風格的二十七張卡，讓學員選出十張最適合自己的工作風格卡。

步驟二

根據卡上列出的工作風格分類(幹勁、人際溝通、適應轉變、責任感、解決問題)，初步認識自己的風格取向。

步驟三

探討個人工作風格取向與性格及成長經歷的關係，並試列出更多配合自己風格取向的職業發展方向。

活動後解說:

老師/輔導人員可以下列重點作解說：

- (一) 引導學員建立正面而真實的自我效能感及對學習的預計成果。
- (二) 了解不同工作對不同工作技能與個人風格的不同要求。
- (三) 發展學術及工作的技能，糾正關乎工作表現的問題或障礙。
- (四) 提醒學員個人能力，是可以通過努力學習來建立的。
- (五) 發展職業及學習興趣和目標。
- (六) 發展一個更理性的自我觀和工作觀，鼓勵建立自信和積極進取。

1.

Get all 27 work style cards ready in advance and ask the student/client to pick 10 cards with work styles that are most suitable for them.

2.

According to the work style on the cards, sort them into 5 categories: Drive, Interpersonal Orientation, Adjustment, Responsibility and Problem-Solving, and try to understand the tendency of your work style.

3.

Explore the relationship between one's tendency of work style and one's personality and personal experiences.

Notes for debriefing:

The teacher/counsellor may conduct the debriefing with the following key points:

1. Guide the student/client in building up a positive and realistic sense of self-efficacy and expecting the learning outcomes.
2. Enhance their understanding that different jobs require different work skills and personal styles.
3. Develop academic and work skills, and rectify the problems or obstacles related to work performance.
4. Remind the student/client that personal skills can be acquired through hard work.
5. Develop interests and goals for career and learning.
6. Help the student/client develop a more rational self-concept and work values, and encourage him/her to be self-confident and proactive.



鳴謝：

本遊戲得以順利誕生，實有賴以下人士參與：

Acknowledgements:

Actualization of the Project would not have been possible without the valuable contributions of the following professionals:

創作及研究團隊：

何玉芬博士（計劃聯絡人）、崔日雄博士、文浩輝老師、何俊恩老師、葉偉民老師、顏昭洋老師、陳偉文老師、徐恩祖老師

Design and Research Team:

Dr. Esther Ho (Project Coordinator), Dr. Chui Yat Hung, Mr. Jeff Man, Mr. Raymond Ip, Mr. Cyrus Ngan, Mr. Ricky Chan, Mr. Joe Tsui

顧問：

曾志滔老師

（香港輔導教師協會主席）

Advisor:

Mr. Joseph Tsang

(Chairperson, Hong Kong Association of Careers Masters and Guidance Masters Ltd)

期望各方不吝賜教，讓我們把這套遊戲製作得更好，共同為香港生涯規劃教育而努力！

©香港輔導教師協會有限公司版權所有。 2019。

©Hong Kong Association of Careers Masters and Guidance Masters Ltd. All rights reserved, 2019.
www.hkacmgm.org