



Career Mapping:
Career Development Tool
for Senior Secondary
Students

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Masters and Guidance Masters

Hong Kong Association of Careers Masters and Guidance Masters





7 learning goals of the 334 curriculum framework

Enable our students ...

1. to be biliterate and trilingual
2. to acquire a broad knowledge base
3. to be informed and responsible citizens
4. to respect pluralism of cultures and views
5. to acquire information technologies and skills
6. to understand their own career/academic aspirations and develop positive attitudes towards work and learning
7. to lead a healthy life





Do you believe that...

- students with, or bold enough to have a clear study or **career aspirations**...
- students who still find **HOPE** in their **study or future** ...
- students who pay an effort to **actualize their goals** ...
- students who are able to **make sense of** their school life and learning **experiences** ...



...are able to do better?!

*“...when individual student planning is fully implemented as a major component of comprehensive guidance and counseling programs, **student success, including student academic achievement is enhanced. Why? Because the processes of goal setting and planning in individual student planning provide students with purpose and directions.**” (Gysbers, 2009)*





Mission of Career Guidance:
Guide students to make
INFORMED CHOICE on
further studies, occupations
and career





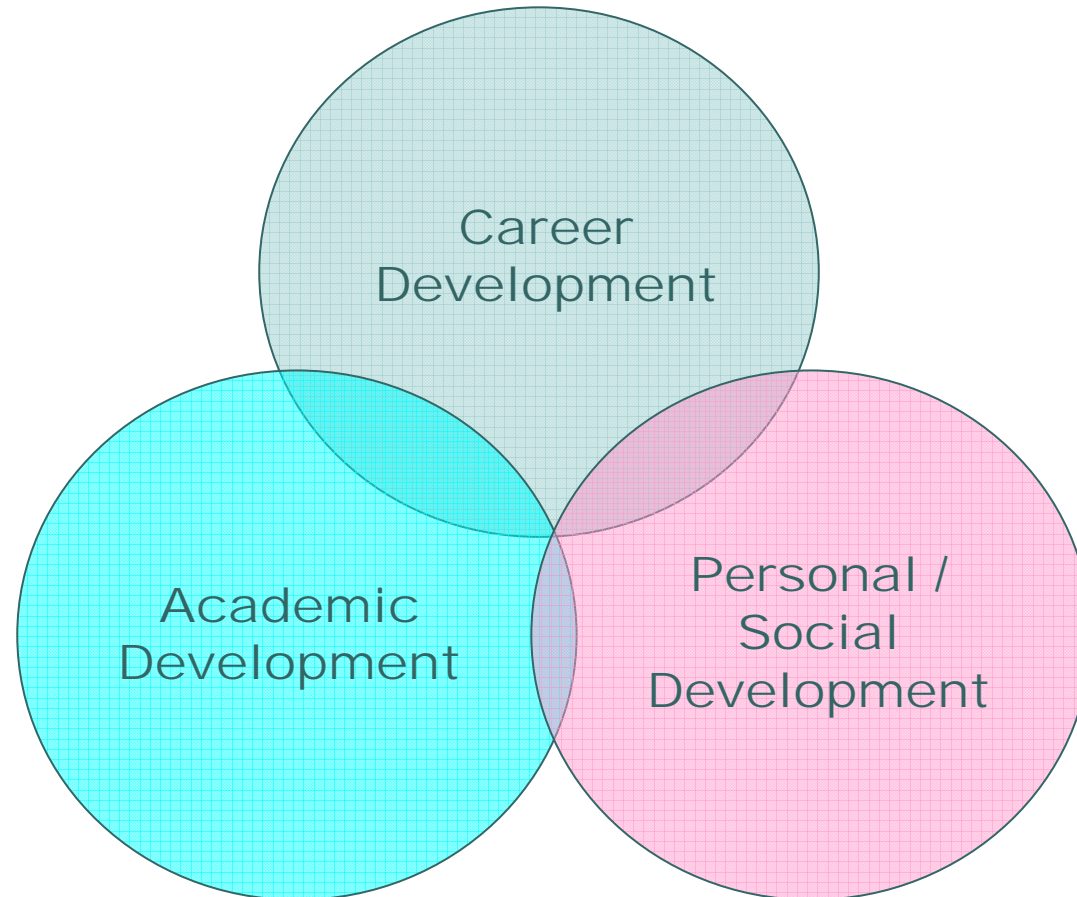
Revitalizing our BELIEF



- Introducing the concept of career development as ONE of the three key essential components in Life Skills 
- Career Development fosters or enhances improved student performance, both in **ACADEMIC** and **NON-ACADEMIC** aspects 



Life Skills – Essence of Student Holistic Development





New Roles of Career Guidance



1. MCE
2. Community Services
3. Career-related Experiences
4. Aesthetic Dev.
5. Physical Dev.
6. Intellectual Dev.

**Career & Life
Planning**

- Improved Academic Achievements
- A sense of direction and purpose



Three Components of Career Development Learning Objectives

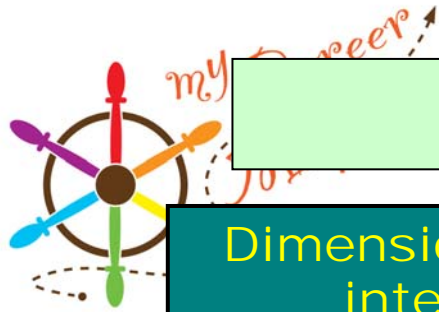
**Self
Understanding
and Development**

**Career
Exploration**

**Career Planning
and
Management**

Positive feedback





Six Dimensions of Career Intervention

Dimensions of career intervention

Career Development Curriculum

Linking Study Opportunities and Career Choices

School-wide Career Guidance Activities

Learning Experiences about Work

Individual Student Planning

Responsive Service

Mass programs

Individualized guidance & support



From Finding Your Colours of Life
to *Career Mapping*

***Connecting Career
Guidance to Curriculum in
Schools***

Hong Kong Association of Careers Masters and Guidance Masters

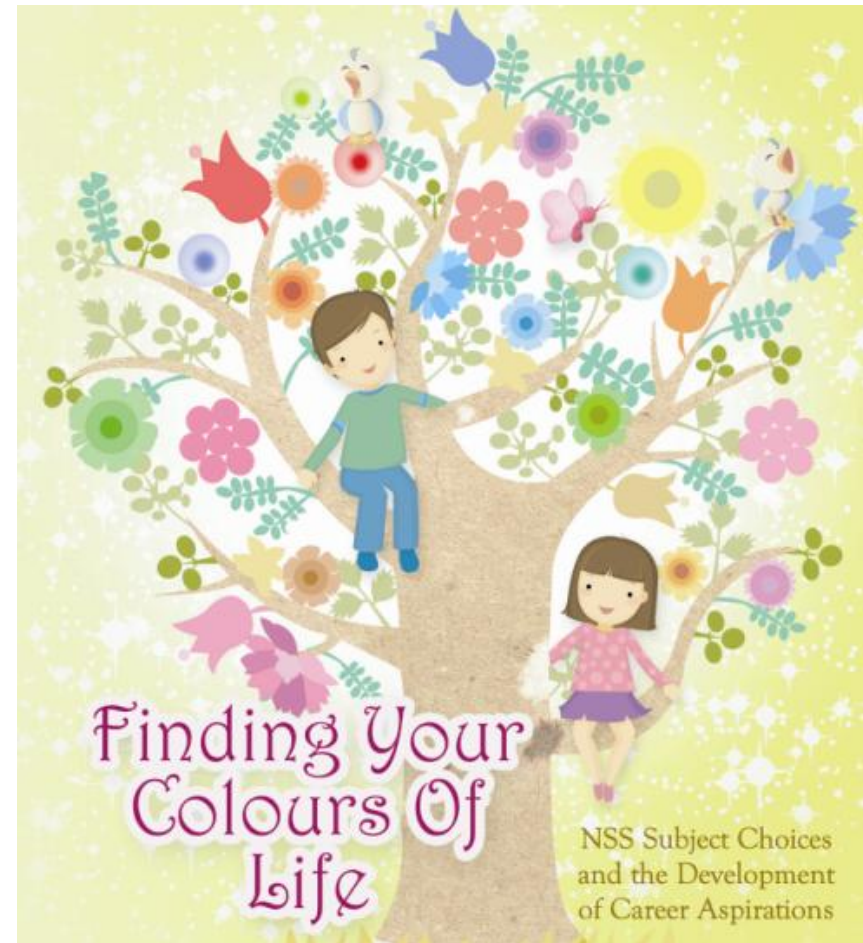




Finding Your Colours of Life

For the use of career guidance of S.1-3 students

- A progressive journey of self-exploration
- Progress path for further studies
- Goal setting
- Action plans





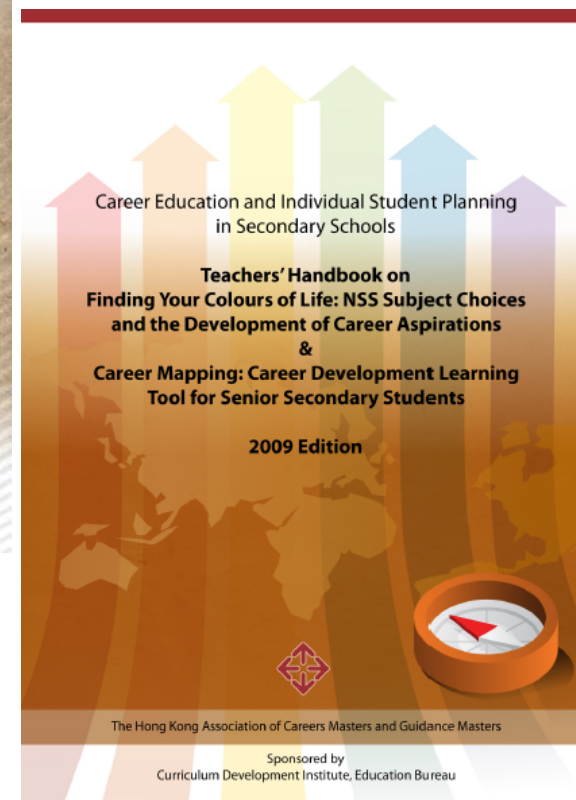
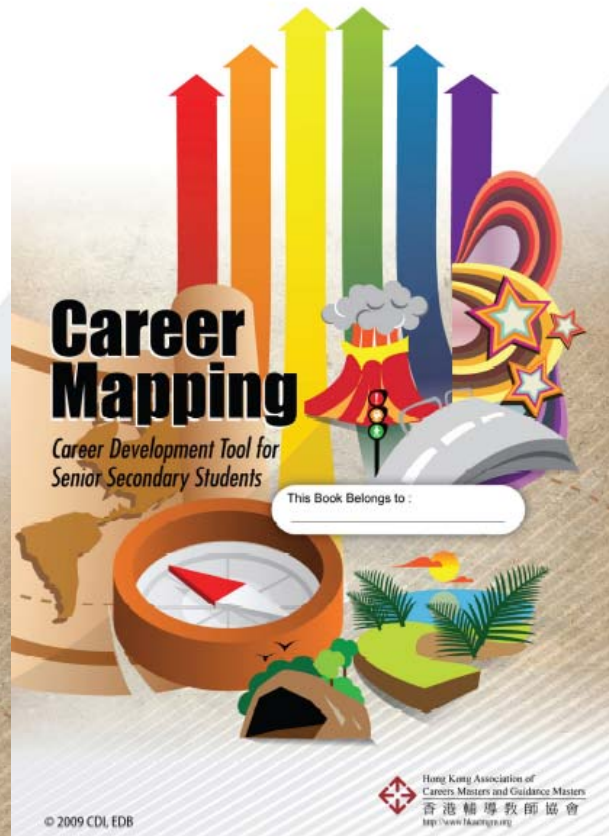
Key facilitating factor identified:

→ *Enthusiasm, and*

→ *Professional
knowledge of teachers*



Career Mapping: Career Development Tool for Senior Secondary Students







Career Assessments in *Career Mapping* for self-understanding

Areas	Stations/activities
Interest	2.3.3 The “tick” and “cross” of occupational choices 擇業交叉/剔 2.3.4 To choose or not to choose 「選」與「不選」？ 2.3.5 Back to RIASEC 初遇RIASEC 2.3.6 Explore RIASEC 探索RIASEC
Personality	2.1.1 My Coat of Arms 我的戰衣
Aptitudes and skills	2.1.2 My Attitudes 我的特質 2.2.2 Analysing My Stories 「我的成長故事」說了些甚麼？
Strengths and styles	1.2.1 My Learning Style 我的學習模式
Values	2.1.3 My Ideal Life 我的理想人生 2.3.1 Work Values 工作的價值



Career Explorations activities in *Career Mapping*

Areas	Stations/activities
Further Studies	1.1.2 Checking My Progress 我這個高中生做得怎樣？ 2.4.2 Reflection upon your study choices 我在學業方面的潛力 3.1 Progress Path for Senior Secondary Graduates 高中畢業生的升學階梯 3.2 Applying for University Courses 大學之「道」 3.3 Post-secondary Education and Training Opportunities 高等教育及進修機會
Occupations	2.4.3 Know more about work by PLACE 我在職業方面的潛力 3.4 Job Searching and Support Services 職業機會
Aspirations	2.3.1 The Journey of My Dreams 「夢」之旅 2.4.1 Revisiting the Honeycomb Interest Profile 重訪我的「彩」蜜派對



Career Planning in *Career Mapping*

Stations/activities

1.3 My Learning Plan 我的高中學習計劃

4.1 My Career Profile 我的生涯地圖

4.2 Writing up my Self-Account 回顧過去、展望將來—我的生涯劇本



Report on Pilot Scheme on Preparing Students for NSS through Individual Student Planning (S.4 – S.6)





Preparing Students for NSS through Individual Student Planning (S.4 – S.6)

- Method of data collection:
Questionnaire, In-class observation, Interview with teachers
- Total feedbacks from students: 506
- Total feedbacks from teachers: 16





Demographic Data of students: By gender

Gender ratio	Number	Percentage (%)
Male	156	30.8
Female	340	67.2
Total valid entries	496	98



Demographic Data of students: By Form

Gender ratio	Number	Percentage (%)
S.4	342	67.6
S.5	43	8.5
S.6	106	20.9
S.7	14	2.8
Total valid entries	505	99.8

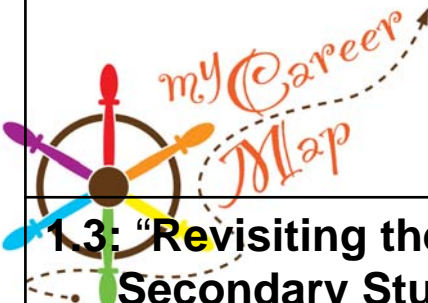




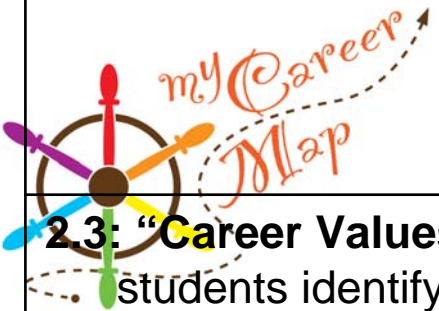
Results obtained from questionnaire

	Teachers' perception		Students' perception	
	Mean#	S.D.	Mean	S.D.
The WHAT, WHY and HOW of using Career Compass (p.3) ” helps students to understand how “Career Compass” works	4.00	.00	3.44	.77
1.1 “Reviewing my Honeycomb Study Plan” motivates students to evaluate my goal set in junior secondary school.	4.12	.38	3.46	.77
1.2: “Acting to learn” helps students to develop my study plan in senior secondary studies.	4.20	.42	3.27	.75

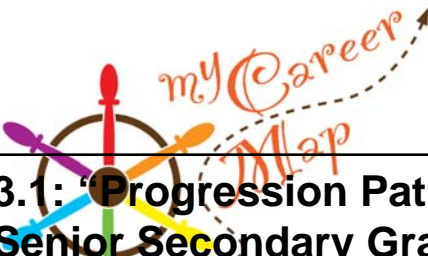
#: “1” as strongly disagree; “5” as strongly agree




	Teachers' perception		Students' perception	
	Mean	S.D.	Mean	S.D.
1.3: “Revisiting the Senior Secondary Study Plan for S.5 and S.6” helps students to revise their study plan	4.22	.67	3.30	.78
2.1: “Who am I” helps students to explore their attitudes, values, and interests	4.38	.65	3.59	.79
2.2: “Transferable Skills, Personal Qualities and Challenges gained through Learning Experiences” helps students to explore their skills, personal qualities, strengths, and weaknesses.	4.21	.70	3.57	.81



	Teachers' perception		Students' perception	
	Mean	S.D.	Mean	S.D.
2.3: “Career Values” helps students identify factors that affect their career choices	4.25	.58	3.5	.86
2.4: “Personality Traits and Characters” help students understand more about their abilities, interest and personality.	4.15	.55	3.58	.84
2.5: “Planning for the Future” enables students to explore study opportunities or occupations that enable the actualization of their potentials, personal goals and dreams	4.20	.42	3.52	.89



	Teachers' perception		Students' perception	
	Mean	S.D.	Mean	S.D.
3.1: “Progression Path for Senior Secondary Graduates” clearly indicates the path of further studies and training for senior secondary students	4.11	.60	3.39	.81
3.2: “Applying for University Courses” that classifies JUPAS courses according to different personality traits is effective in helping students to make decision in further study	3.78	.67	3.46	.92
3.3: “Post-secondary Education and Training Opportunities” that classifies local sub-degree courses according to different personality traits is effective in helping students to make decision in further study	3.63	.52	3.38	.86



	Teachers' perception		Students' perception	
	Mean	S.D.	Mean	S.D.
3.4: “Job Searching and Support Services” that classifies occupations according to different personality traits is effective in helping students to make decision in occupations	4.00	.53	3.55	.87
4.1: “My Career Profile” helps students integrate information gathered in previous sections to build their Student Learning Profile	3.86	.38	3.40	.90
4.2: “Writing up my Self-Account” provide useful guidelines or strategies for writing up students' Self-Account	3.86	.38	3.46	.88
Station Plus: Progress Checkpoint” helps students to keep track of their progress while they were completing the “Career Compass”	3.83	.75	3.46	.84



General comments from students

	Mean	S.D.
This learning tool enables me to understand my interests, aspirations, and personality	3.58	.77
This learning tool enables me to explore my career preference	3.44	.87
This tool encourages me to improve my weaknesses and develop my strength	3.32	.78
This tool helps me to understand the opportunities and limitations of the Hong Kong senior secondary school system	3.26	.87
This tool enables me to develop my senior secondary study action plan	3.19	.81
This tool enables me to recognize self-understanding is the preparation for further studies and work	3.40	.80
This tool inspires me to think about the direction of my further studies and work	3.45	.82
I will try my best to achieve my “senior secondary study action plan”	3.47	.86

General comments from teachers

	Mean	S.D.
This learning tool is effective in applying career planning concepts into senior secondary studies	4.06	.57
This tool is effective in connecting career planning concepts with the NSS	4.19	.66
This learning tool enables students to understand their interests, aspirations, and personality	4.44	.51
This learning tool enables students to explore their career aspirations	4.19	.40
This tool encourages students to improve their weaknesses and develop my strength	3.94	.57
This tool helps students to understand the opportunities and limitations of the Hong Kong senior secondary school system	3.81	.75



General comments from teachers



	Mean	S.D.
This tool enables students to develop their senior secondary study action plan	4.13	.50
This tool enables students to recognize self-understanding is the preparation for further studies and work	4.31	.48
This tool inspires students to think about the direction of students' further studies and work	4.13	.50
The "Teacher's Handbook" helps me in planning to use this learning tool	4.06	.57
I will continue using "Career Compass" for career guidance and planning next year	4.19	.54



Variations in response by “Method”

	F	Post hoc
<p>2.2: “Transferable Skills, Personal Qualities and Challenges gained through Learning Experiences” helps me to explore my skills, personal qualities, strengths, and weaknesses.</p>	5.15**	G>C
<p>2.4: “Personality Traits and Characters” help me understand more about my abilities, interest and personality.</p>	3.10*	G>C
<p>2.5: “Planning for the Future” enables me to explore study opportunities or occupations that enable the actualization of my potentials, personal goals and dreams</p>	6.64**	M>C
<p>This learning tool enables me to understand my interests, aspirations, and personality</p>	6.36**	G>C
<p>This learning tool enables me to explore my career preference</p>	11.30***	G, M>C

*, p<0.05; **, p<0.01; ***, p<0.0001



Variations in response by “Method”

	F	Post hoc
This tool encourages me to improve my weaknesses and develop my strength	4.52*	G>C
This tool enables me to develop my senior secondary study action plan	4.55*	G>C, M
This tool inspires me to think about the direction of my further studies and work	5.13**	G>C, M



	目標	建議課時 (分鐘)	住活動模式建議		
			同行伙 伴參與	小組討 論	大組活 動或遊 戲
甚麼是我的「生涯地圖」？	理解甚麼是「生涯規劃」	30-40	★		
生涯主題一：檢視我的學習經歷					
座標 1：回顧你的行動座標					
1A：我的行動座標	重溫你的學習目標	30-40	★	★	
1B：我這個高中生做得怎樣？	回顧你的學習成果	40-60	★	★	
座標 2：小進步、大踏步					
2A：我的學習模式	找出你的學習模式	30-40	★	★	
2B：我的學習目標	定出能幫助學習的行動計劃	40-60	★	★	
座標 3：我的高中學習計劃	決定如何完成你的學習計劃	40-60	★		
生涯主題二：規劃我的生涯發展方向					
座標 4：我是誰？					
4A：我的戰衣	能深入地了解自己	30-40	★	★	★
4B：我的特質	找出你最喜歡的學習及工作態度	30-40	★	★	
4C：我的理想人生	找到你最理想的生活模式	40-60		★	★
座標 5：檢視我在學習經歷中學會的技能、能力和將會面對的挑戰					
5A：助我成長的經歷	完成撰寫你的成長故事	60-120	★		
5B：「我的成長故事」說了些甚麼？	能分析自己的故事及你所擁有的綜合能力有甚麼關係	40-60	★	★	★
座標 6：事業面面「觀」					
6A：「夢」之旅	反映你為甚麼選擇你的理想職業	40-60	★		
6B：工作的價值	認清你的工作價值	30-40	★	★	
6C：擇業交叉/剔	確定你的事業傾向	20-30		★	★
6D：「選」與「不選」？	明白自己選擇的原因	40-60	★	★	★
6E：初遇 RIASEC	確認自己的性格特徵	30-40	★	★	
6F：探索 RIASEC	確認自己的性格特徵	40-60	★	★	
座標 7：我希望將來.....					
7A：重訪我的「彩」蜜派對	重溫、了解你的個人性格特徵	30-40	★		
7B：我在學業方面的潛力	探究你的升學選擇	60+	★	★	★
7C：我在職業方面的潛力	探究你的事業選擇	60+	★	★	★
生涯主題三：充分知情的選擇—了解高中課程所提供的學習機會					
座標 8：高中畢業生的升學階梯	了解高中畢業生有甚麼出路	20			
座標 9：大學之「道」	已完成閱讀及確定潛在可能	30			
座標 10：高等教育及進修機會	已完成閱讀及確定潛在可能	30			
座標 11：職業機會	已完成閱讀及確定潛在可能	30			
生涯主題四：編寫我的「生涯地圖」					
座標 12：我的生涯地圖	完成生涯規劃檔案	60-120	★		
座標 13：回顧過去、展望將來—我的生涯劇本	完成「我的劇本」	60+	★		





Variations by Gender

	F	Post hoc
“The WHAT, WHY and HOW of using Achieving with Your Life Colours (p.3)” helps me to understand how “Career Compass” works	10.62**	M>F
1.2: “Acting to learn” helps me to develop my study plan in senior secondary studies.	4.59*	M>F
3.2: “Applying for University Courses” that classifies JUPAS courses according to different personality traits is effective in helping me to make decision in further study	4.92*	M>F
This learning tool enables me to understand my interests, aspirations, and personality	9.21**	M>F
This learning tool enables me to explore my career preference	17.98***	M>F
This tool encourages me to improve my weaknesses and develop my strength	11.21**	M>F



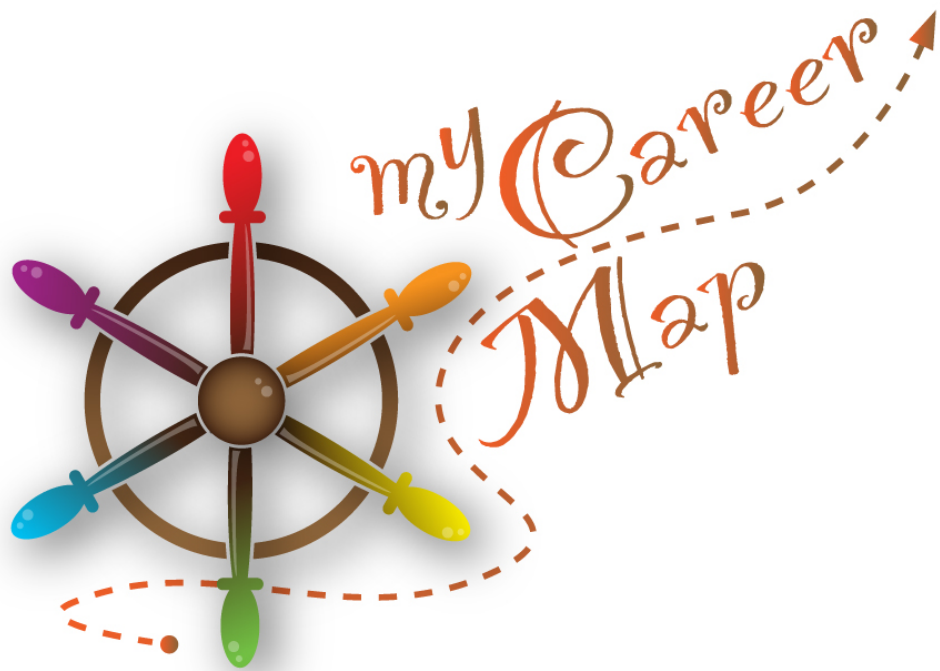
Variations by Gender

	F	Post hoc
This tool helps me to understand the opportunities and limitations of the Hong Kong senior secondary school system	15.79**	M>F
This tool enables me to develop my senior secondary study action plan	8.94**	M>F
This tool enables me to recognize self-understanding is the preparation for further studies and work	7.31**	M>F
This tool inspires me to think about the direction of my further studies and work	5.99*	M>F
I will try my best to achieve my “senior secondary study action plan”	6.66*	M>F



Observations on criteria for enhanced learning...

- Generally smaller groups resulted in communication in more depth, yet large groups required less resource and time to complete the tasks
- Rapport and understanding were pre-requisites in some self-exploration exercises
- Teachers' professional knowledge, attitude and charisma played an important role in facilitating self-exploration and discussion in the class
- Not all teachers were familiar with the aim of the learning tool and the Holland Typology
- Group activities and discussions, which facilitate interactions in classes, facilitate engagement of students in learning and reflections



Let's navigate...

高中專業發展學習工具

生涯地圖

學生姓名：

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香港輔導教師協會
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Let's try -- Career Values

4C：我的理想人生

這一節，老師或輔導人員會主持拍賣會，並解說守則。

每個人對「理想生活」都有不同的期望。這期望源自我們的**價值觀**；而價值觀是左右我們選擇的最關鍵因素之一。假設你擁有一百萬元參與這個拍賣遊戲，你會如何分配以投得你最想要的東西？（可投多於一項）



項目	你最希望得到的5個項目 (可用 ✓ 填於空格)	建議的投標價(自己)	成交價(別人) (若於班內進行拍賣遊戲， 可填此項)
1. 港幣一億基金			
2. 富挑戰性的生命			
3. 三百六十五天環遊世界			
4. 從沒有苦悶的一刻			
5. 長壽與健康			
6. 美酒佳餚任君選			
7. 健康體魄			
8. 理想職業			
9. 青春常駐			
10. 家傭服務			



Using a narrative approach in career guidance

- Constructivism
- Social constructivism
- → Making sense of one's experiences and history



The story of Chun

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



Self-exploration activities

1B: 我這個高中生做得怎樣?

修讀科目	我如何有效地學習本科?	我的進度
中文	<ul style="list-style-type: none"> • 每週所花時間! • 上課態度、課後學習的效率! • 有沒有「專門配速」? (可參考全對出《修讀本科的進度》第24至44頁《如何有效地學習本科》第10頁)	<ul style="list-style-type: none"> • 你的分數/等級? 別人如何評量你這方面的能力或程度? • 你有成功經驗嗎? 有沒有遇上困難? • 你有信心在未來兩年取得進步嗎?
英文	<ul style="list-style-type: none"> - 每日功課 - 1 hr / day - TV/news - no special tactics 	<ul style="list-style-type: none"> - 中上, 沒有難文 - 但功課太多 - 很好, 老師讚有進步, 但 - 有心更強 (oral)
數學	<ul style="list-style-type: none"> - OK; 1/2 hr - 每兩節 	<ul style="list-style-type: none"> - 75/100 in 47 (writing)

2A: 我的學習模式

怎樣的學習模式最能有助你完成學習計劃? 在以下的圖表中, ✓ 出你慣常表現出來的學習習慣:

我在哪裡地方最有效地學習?

- 在班房
- 在圖書館
- 在家
- 在自修室
- 在其他地方, 例如: 上網

最有用的學習材料是甚麼?

- 課本、工作紙或老師派發的筆記
- 自己抄寫、整理的筆記
- 畫表、相片或影像
- 電腦程式或學習軟件
- 其他材料, 例如: _____

甚麼方法能幫助我記憶?

- 聆聽老師或錄音講解
- 與他人討論
- 閱讀課本或抄寫筆記
- 觀看示範
- 親自做實驗、現場體驗
- 其他方法, 例如: _____

我最期望得到誰的幫助?

- 老師
- 私人導師
- 同學或弟兄、姊妹 (History)
- 其他人, 例如: _____

我喜歡以甚麼方式學習?

- 觀賞有關圖像或錄影 (以視覺為主)
- 聆聽別人講解 (以聽覺為主)
- 親自試驗 (以實踐或行動為主)
- 透過教導別人 (例如, 當朋友的科目導師)

總括而言, 最能令我有效地學習的方法包括 ...

助我成長的經歷

我的任務 / 目標	過程中遇到的障礙 (一些我必須克服的困難)	我曾怎樣應付和解決? (不同的技能, 例如: 領導才能, 主動積極, 解決能力等)	結果如何? (我到達或目標嗎? 有甚麼成功經驗或困難? 又或是失敗?)	成果和成功的證明
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即 時 裝 多 層 → 解 列 線 和 會	- 時間 - 設計的質素 - 本組人合作	- 用了一個星期通宵設計 - 訂好友幫工		
---	----------------------------	-------------------------	--	--

義工 小組 → 主 持 乘 風 破浪 活動	- 一大班義工要分配工作, 要做好多程序	- 分組打電訊, 轉個好計劃表 - 排難解困		
---	----------------------	---------------------------	--	--

即 席 繪 畫 比賽 (地區)	- 太多人, 好擔心好緊張	- 各場也去了 - 緊張 → 失準!		
--------------------------------	---------------	-----------------------	--	--

與組織或他人有關

- 質比量
- 有效地與團體溝通
- 擅長在陌生人前表演
- 領導他人投入參與活動或遊戲
- 領導小組討論
- 溝通、聆聽意見
- 輔導、建議團體
- 管理、指揮人際
- 帶領小組完成指示
- 帶領、作為試驗者
- 成為創立、發起、創辦、發行的角色
- 在平論中成為中間人

思考—思考—再出題

根據「能力的例子」一欄, 列出5項你最擅長的能力:

- 1.
- 2.
- 3.
- 4.
- 5.

可否分享這些共通能力展現於學習或達成個人目標的經驗?





Career Exploration

點算一下你選擇的職業卡左下角顯示的兩個英文職業代號出現的次數，初步了解自己職業性向類型。

職業代號	性向類型	曾出現次數
<input type="checkbox"/> R	Realistic 現實型	1 次
<input type="checkbox"/> I	Investigative 探究型	3 次
<input checked="" type="checkbox"/> A	Artistic 藝術型	8 次
<input checked="" type="checkbox"/> S	Social 社會型	10 次
<input type="checkbox"/> E	Enterprising 企業型	7 次
<input type="checkbox"/> C	Conventional 傳統型	1 次

最常出現的兩個職業代號順序為： S 及 A / E

同學思考再出發



比較你在本座選擇各站內曾選擇及不選擇的各職業的原因，並找出一些你的擇業條件或準則。如「我主要考慮高薪和高社會地位的工作」或「有較多自主空間的工作是很重要的」。儘量檢視自己有沒有其他隱藏的準則，如「選擇與自己相同性別為主的職業」或「符合個人宗教信仰的職業」等。

我考慮及不考慮選擇某工作的準則包括：

- 準則一：_____
- 準則二：_____
- 準則三：_____
- 準則四：_____
- 準則五：_____

對於以上的職業選擇，你有甚麼需要或期望可以得到滿足？（如：「我可以經常出國旅遊」、「我可以得到別人認同」、「我可以認識更多朋友」）

請順序列出你最想進修的學科/課程

1. Design
2. Arts
3. English
4. 日本研究
- 5.

試檢視這些學科/課程與你的性格、興趣和能力，以及現正修讀的高中學科，有哪些配合和不配合的地方。

→ Appl. Design, H1A 設計
Holland code 可的 (AE)
由我的學業成績，
他們也好像
適合得到
↓ 日本漫畫是個人愛好，
日本研究應該很有趣！

請順序列出你最想做的職業
（包括職業卡內曾考慮或夢想的職業）

1. Designer
2. Journalist
- 3.

試檢視這些學科/課程與你的性格、興趣和能力，以及現正修讀的高中學科，有哪些配合和不配合的地方。

(AS/AE)
英文程度個人興趣
長興趣



Career Interest Inventory in www.mycareermap.org



香港輔導教師協會
Hong Kong Association of Careers Masters and Guidance Masters

登入進入系統

帳號: 密碼:

生涯地圖

生涯地圖網站 (myCareerMap.org) 是香港輔導教師協會為支援高中學制的事業教育工作而開發的資源。這網站裡的《香港事業興趣測驗：互聯網版本》(Career Interest Inventory: On-line Version) 是我們得中文大學教育心理學系系主任梁湘明教授授權使用的職業性向評估工具。此測驗根據 John Holland 的事業興趣理論開發，並經學術研究驗證；全個測驗有超過二百條題目，能較有效及準確地為參與者評估職業性向，為探索升學及職業路向提供基礎資訊。參與者可分多次完成全個測驗。

每位參與者完成網上評估後，可得到一份個別評估報告，分析其事業興趣結果。學生可向學校升學及就業輔導老師查詢如何報名參與是項測驗。

請選...





CII with individual student reports

I. 個人資料

學生姓名：(中) 何真珍 (英) Ho Chun Chun
學校名稱：HKACMGM 中學
完成測驗日期：二零零九年六月三日

何真珍 同學：

多謝你完成《香港事業興趣測驗：互聯網版本》。我們已經完成興趣分數的計算，現為你送上你結果及簡短解說。希望你透過這個測驗結果，增加對自己的認識，更明白自己的興趣，從而在日後考慮自己的學習和事業發展方向時，作為參考。

梁湘明
香港中文大學
教育心理學系教授
二零零九年六月三日

II. 興趣測驗結果

你的分數及興趣代碼如下：

分數

R	8	
I	21	
A	34	
S	30	
E	18	
C	5	

興趣代碼(最高分的三個字母)

第一個	第二個	第三個
A	S	I



Source of HINTS...

以荷倫代碼分類

座標 9
大學之「道」

代碼提要：
Course Type:

Institution:
CITYU = City U
BU = Hong K
POLYU = The
CU = Chinese
UST = Hong K
HKU = Hong K
LU = Lingnan
IED = Hong K
OU = Open b

Realistic 實際型

Generic Program Title	Institutes offering degree courses	Institutes offering HD or AD courses
RCI		
Geomatics		PolyU
Surveying		CityU, Poly U

以荷倫代碼分類

座標 10
高等教育及
進修機會

代碼提要：
Institution:
Course type: F= For

Institution:
CBCC = Caritas B
CFHC = Caritas Fra
CHCHE = Chu Ha
CCCU = City Colle
HSSC = Heng Ser
HKAS = Hong Kong
BUCIE = Hong Kong
BUSCE = School of
HKCT = Hong Kong
HKIT = Hong Kong
CCLU = The Comm
LIFE = Lingnan Ins
CUSCS = The Ch
Professional Studie
CUTWC = The Chi
Community Colleg
IESCE = The Hong K
Education
PUCC = The Hong
SPEED = The Hong
and Executive Dev
OUHK = The Open
SPACE = The Univ
SBI = VTC School
WE = Hong Kong

以荷倫代碼分類
(請注意)

座標 11
職業機會

Realistic 實際型

R	
Bricklayer	泥水師傅
Concrete Repairer	混凝土修補工
Concretor	混凝土工人 (落石炭)
Mason	石工
Mechanic	機械技工
School Worker	校工
Technician (Cameras)	技術員 (攝影機)
Trackworker	鋪軌工
Technician (Fabricated Metal)	首飾鑲嵌師傅
RA	
Make-Through Craft worker (Garment)	全件制技工 (成衣)
Photographic Editor	相片編輯
Sound Control Operator	調音員
Tailer	裁縫



Career Planning

請參考已完成的各站，再完成這份生涯規劃檔案

座標 12 我的生涯地圖

背景資料
姓名：阿真 日期：6/09
就讀學校：_____

座標 1.3 教育背景

香港中環文憑 (HKDSE)修讀科目	修業 成績	目標 HKDSE 程度	所修的 HKDSE 單元

座標 4.5 3項最感興趣的活動
(包括課餘及課室外的職類)：

座標 4 我的職業代碼：

座標 2 我的學習模式及策略

座標 4.6.7 其他興趣、職業性向、傾向、事業評估的結果：(如有)

座標 6 我認為事業應該是…… (註：有意義的、高階級的)

座標 7 3項與職業代碼有關，而最感興趣的升學、訓練課程：

座標 7 3項與職業代碼有關，而最感興趣的工作：

座標 5.6.7 我希望將來我的個人發展是……



What's next?

Constructing the self-account

Self-Account of Kit based on results of "Career Mapping" ↵

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 researched in the laboratory.



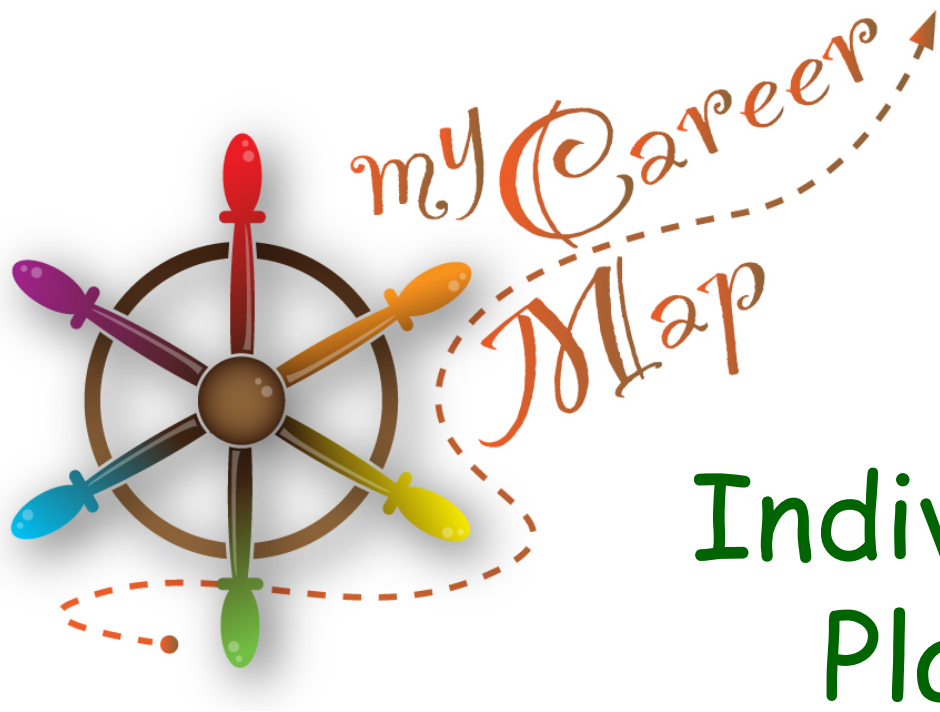
A better example...

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 on various inter-house activities. I also took longer for my part into the skills...



Individual Student Planning Tools for 09-10





Guaranteed delivery before Sept. for order placed before **10 Aug 2009**

項目	單價	數量	項目小計
《尋找生命的色彩：新高中科目選擇及個人抱負的探索》 (學生中文版；48頁，全彩色印刷)	\$12@	_____	_____
"Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations" (《尋找生命的色彩》學生英文版；48頁，全彩色印刷)	\$12@	_____	_____
《生涯地圖：高中事業發展學習工具》 (學生中文版；72頁，全彩色印刷)	\$20@	_____	_____
Career Mapping : Career Development Tools for Senior Secondary Students (《生涯地圖》學生英文版；72頁，全彩色印刷)	\$20@	_____	_____
《生涯地圖：高中事業發展學習工具》職業卡 (一套54張，全彩色印刷；《生涯地圖》教具，不必每學生一套)	\$20@	_____	_____
教師手冊光碟 Teachers' Handbook	\$8@	_____	_____
			總額 _____



ISP teacher certificate → To be issued in August 2009

學校資料：

學校名稱：(英文) _____
(中文) _____

負責教師姓名：(英文) _____ (中文) _____

教師証書編號：(如有) _____ 聯絡電話： _____

電郵地址： _____

學校地址：(中文) _____

校長簽名： _____

校長姓名： _____

學校印章：

For 09-10 order: Certificate no. is not compulsory,
but **teacher's name** is!



Resource Platform for ISP

<http://www.hkacmgm.org/isp/isp.html>

香港輔導教師協會
Hong Kong Association of Careers Masters and Guidance Masters

首頁 協會資料 輔導資料庫 入會方法 聯招資訊 暑期工作體驗計劃 課程 個人生涯規劃資源站

個人生涯規劃資源站

Individual Student Planning Resource 個人生涯規劃資源站

- Career Mapping
- Finding Your Colours of Life
- Tools on ISP
- School Experiences on Using ISP
- Resources from Other Training Workshops
- Contents of Teacher Training Workshop
- Resources and Links

聯絡資料

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地址 : 九龍九龍塘沙福道19號教育局九龍塘教育服務中心東座平台EP05室
Add. : Room EP05, Podium, East Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

香港特別行政區政府
教育局

香港特別行政區政府
勞工處互動就業服務

學友社
Hok Yau Club

學聯海外升學中心
Hong Kong Overseas Studies Centre

香港資訊校園
Hong Kong Cyber Campus



ISP enquiry and support service



事業興趣測驗

香港輔導教師協會

聯繫我們

The image shows a smaller version of the 'my Career Map' logo on the left. To its right, the text '事業興趣測驗' (Career Interest Test) is displayed. Below that, '香港輔導教師協會' (Hong Kong Guidance Teachers Association) is written. At the bottom right, the text '聯繫我們' (Contact Us) is enclosed in a red oval. A red arrow points from this oval down towards the email address below.

info@mycareermap.org