



When Creativity meets
Career & Life Planning
*Research & Development and
Frontline Practice of Career Guidance Tools*



當創意遇上生涯規劃——輔導工具的研發和實踐





The Hong Kong Association of Careers Masters and Guidance Masters Ltd.

- Founded in 1959
- A professional teacher organization serving 400+ secondary school members in career guidance and general guidance
- Flagship programmes/projects: Career Mapping, Finding Your Colour of Life, Occupational Card Sorts, Skill and Style Card Sorts, Dreamcrafter (career board-game), To-the-Watchmen Project, myCareerMap (LIFE+), JUPAS Statistics, Summer Career-related Experience Scheme, Resources on multiple pathways, professional development seminars/workshops...



What is effective Career Guidance for our students?

‘生涯規劃教育是香港輔導教師協會和一群前線教育 同工努力多年的工作，從在地、扎實的課程發展與 教師培訓開始點滴地累積，一直到現在，因我們相信，探索未來，作知情的選擇，是成長的一部份、是一生的功課...’

‘也許，校園裏生涯規劃過於則重工具理性的操作（如純粹資料傳遞、用簡化的興趣測驗配對未來升 學就業選擇）已成爲了常態...’

‘但在認真檢視的同時，我們得回到原點，重新思索在今日的香港社會，工作、生涯與生活的意義和關係...’



Empirically-based, localized and personalized career assessments available on-line

2007 Individual planning Resources published with aligned training for all HK teachers



2009



A comprehensive study/training pathways search engine e-Navigator released by EDB

2011



'DreamCrafter' Career Boardgame

2013

HK Gov't released the CLP policy



2015

'Breakazine047' 未來工作想像 Collaboration with Breakthrough

2018

'Career Fingerprint' Skill & Style Card

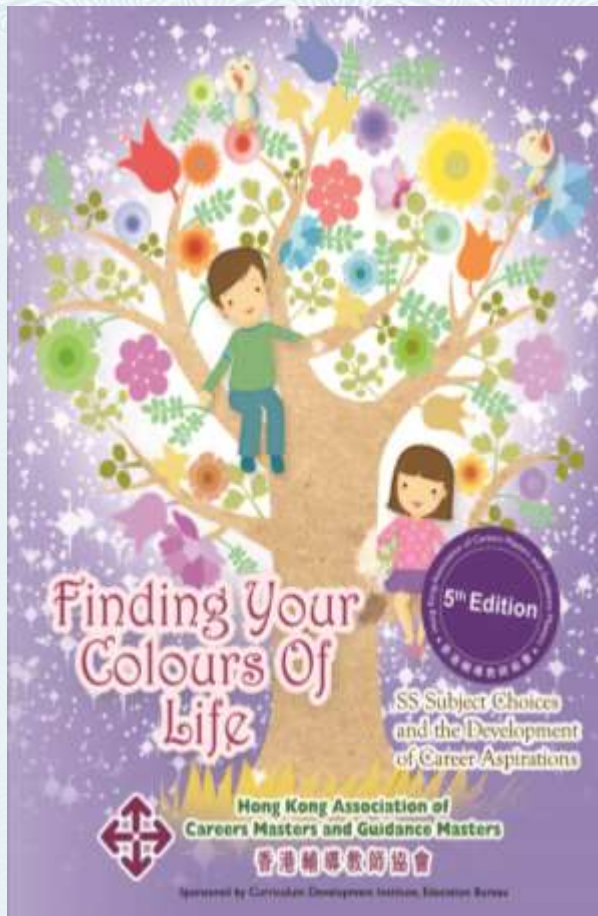


2020



To the Watchman Project Guidance resources amid social unrest and COVID-19 pandemic

Individual Student Planning Curriculum



探索「夢之旅」

「生涯地圖」

Activity 1 : The journey to my dreams

In your life journey, have you ever had any dream occupations? Do you remember the reasons behind? Were you deeply influenced by someone you respected? Was it for personal interest or a result of an unforgettable visit? For example, the famous Chinese astronaut, Mr. Yang Li Wei, came to Hong Kong and you have dreamt of being an astronaut since then, with the thirst of exploring the universe. But two years later, you aspired to be a basketball player because you love this game.

Having changes in your mind is normal in the pursuit of your dream. (Of course, there are some who adhere to what they have aspired to since childhood without changing their minds.) Now try to record the WHEN's, WHAT's and WHY's in the following diagram, i.e. your life time line. (You may add more boxes where necessary.) What does it tell you?

At the age of _____, when I was a Pre-K kid, I wanted to be _____
Reason: _____

I was born in _____

It's _____ now and I'm _____ (age)

I was born in _____



6C：擇業交叉/剔³

你將會獲發一疊職業卡，請把所有卡分類為『會選擇』、『不會選擇』及『有點猶豫』三大類。分類後，先簡單檢視結果，有何發現？

6D：「選」與「不選」？

先取出『不會選擇』的一組，列出你不選擇那些職業的具體原因，如：『工作模式單調和重複』或『社會地位低』，部分原因或會重複。

注意：原因必須具體，請把較含糊的原因如：『沒有興趣』或『沒有相關能力』加以說明，並列出沒有哪方面的興趣或能力。

然後取出『會選擇』的一組，把組內各職業分類，並列出你會選擇的具體原因，如：『有升機會』或『人工高』。

職業探索「選與不選」+「職業卡」活動

職業探索結合荷倫「事業代碼」

點算一下你選擇的職業卡左下角展示的两个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 checked="" type="checkbox"/> R	Realistic 現實型	次
<input type="checkbox"/> I	Investigative 探究型	次
<input type="checkbox"/> A	Artistic 藝術型	次
<input type="checkbox"/> S	Social 社會型	次
<input type="checkbox"/> E	Enterprising 企業型	次
<input type="checkbox"/> C	Conventional 傳統型	次

最常出現的兩個職業代號順序為：_____ 及 _____

不會選擇
I will not consider these occupations



48

文職公務員
Executive officer in
the government

Hong Kong Association of
Careers Masters and Guidance Masters
香港輔導教師協會
www.hkacmg.org



「不會選擇」的原因

- 1.
- 2.
- 3.

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）



「理想人生大拍賣」 活動探索人生價值 「生涯地圖」

項目	你最希望得到的5個項目 (可用)	建議的投標價(自己)	成交價(別人) (若於班內進行拍賣遊戲)
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			

6B：工作的價值[#]

下列有1-25項的工作價值，請在右欄用**黑色筆** ✓ 出每項對你的重要性。

工作價值	← 毫不重要 → 非常重要				
	1	2	3	4	5
1. 工作保障	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 有藝術感的工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 薪金優厚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 安穩的生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 工作性質多樣化	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 個人發展	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 獨立地工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 涉及體能運動	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

工作價值 「生涯地圖」



Dreamcrafter Board Game



029

ESA



068

RES



IEC





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

五十五周年會慶活動
 55th Anniversary Celebration
 Activity

「築夢工程」全港校際比賽 2014
 Inter-school Dreamcrafter
 Competition 2014





Breakazine047 未來工作想像

資源及材料 Resources

《職業卡—未來工作想像版》，一盒56張，包括：

- 6張分類卡



- 48張職業卡



- 2張空白職業卡，可自行填寫職業



《未來工作想像指南》
To Work or Not to Work?
延伸活動資源
Extended Activities
Resource Pack



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001

未來職業我有得「揀」?

題目 Topic

未來職業我有得「揀」? 職業卡—未來工作想像版

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HKACMG Annual General Meeting 2020

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「職場我話是……」之職業在你生命的位置是？

270 views · 3 years ago



《職場我話是……》之給曾迷惘的自己的一句話

516 views · 3 years ago



《職場我話是……》之如何形容自己的職涯？

187 views · 3 years ago



(學生篇)《職場我話是……》之我最期待父母鼓...

369 views · 3 years ago



什麼是工作？(學生篇)

614 views · 3 years ago



《職場我話是……》之什麼是職業？

574 views · 3 years ago



什麼是工作？(家長篇)

365 views · 3 years ago

螢幕截圖



Development and Objectives of *Career Fingerprint:* *Exploring your Skills and Styles*

A vigorous and evidence-based process





Ambiguous conceptions on SKILLS

Competencies?

Soft-skills?

Personality?

Attitude?

Skills?

Generic skills?

Ethics?

Aptitude?

Abilities?

Styles?





Objectives:

- By providing teachers/counsellors a tool to:
- help students better understand themselves
- help students set goals & action-plans for self-actualization
- facilitate post-activity debriefing and guidance/counselling
- facilitate positive education
- Facilitate career awareness and career development of students/youth





Guiding principles:

- Theory-Driven
- Evidence-Based
- Contextualized
- Collaboration with Input from Academics and Experienced Practitioners
- Non-Profit Making



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.



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。

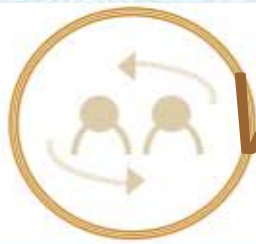
is an adaptation O*NET construct of Social Skills and some Basic Skills that refer to developed capacities used to work with people to achieve goals.



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.



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 coworkers 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.

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 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 outside the box." They work effectively with minimal supervision and do not rely on others to make decisions for them.

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。

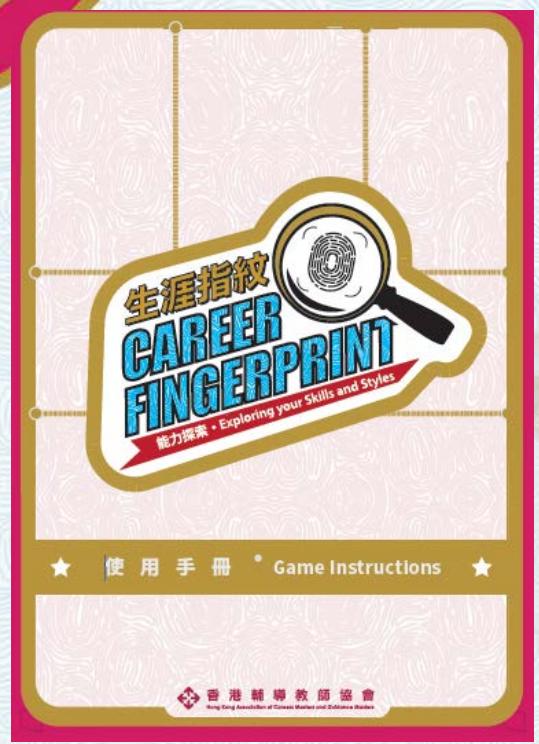
The global construct Problem-Solving is an adaptation of the O*NET construct Practical Intelligence. Individuals who are high in Problem-Solving can work through complex problems in a logical manner and can prioritize multiple responsibilities. They often find new ways of doing things and are good at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



Applications



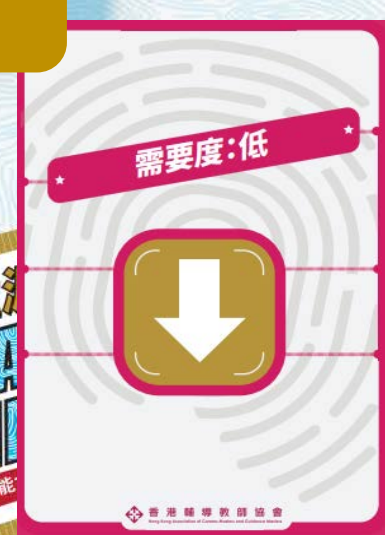
In every *Career Fingerprint* box set...



1. A bilingual practitioner guide on 6 activities



2. 8 bilingual sorting cards (in 3 combinations)





In every *Career Fingerprint* box set...

3. 54 bilingual skill cards

工作風格 styles



工作技能 skills

主動學習

- 願意學習及成長
- 具備學會學習的能力
- 渴望學習新事物

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積極聆聽

- 願意花時間了解他人
- 在適當時候發問

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

判斷與決策力

- 考慮不同行動的相對成本和效益
- 評估不同情況的需要
- 在工作或解決問題時，能選擇最合適的選項

香港輔導教師協會



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：個別諮詢；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。



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.

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.



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

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.



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

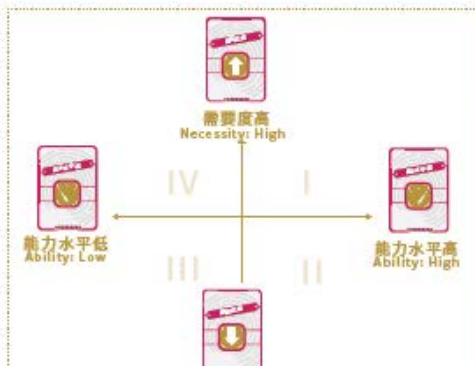
(能力水平：高vs低；對未來升學/就業的幫助：需要度高vs需要度低)

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 card-board (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...

學生按以下原則把...

i. 如學生認為自己...

放在靠左的位置；

ii. 如學生認為該卡...

放在靠上的位置；

升學/就業，則把卡...

放在近中間的位...

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，簡述一個曾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，簡述一個曾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？

步驟三

如老師／輔導人員發現學生所放置的卡牌分佈不平均(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

您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。



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。



邀請觀察者參與，達對排卡同學的看法，並舉例說明

- 排卡同學覺得自己能力一般，但觀察同學卻認為能力高的



- 主動性**：在上堂時會寫筆記，也會記下問題，向老師提出
- 誠信**：有好多科都係做科長，相信老師都覺得佢有誠信先搵佢做科長
- 積極聆聽**：同關心別人意見係有關的，頭先大家都講咗好多例子





詢問排卡者的感受，拉闊自我認識

主動性：多謝你欣賞我！我覺得大家肯提出意見，尤其是我自己加以補充時，係最開心的，又得到老師讚，又令到其他人開心

誠信：我自己都有少少，但水平略低。點解咁講，因為有時有啲屋企嘢或傷心事無講出嚟，咁就大家唔知，都唔會影響得太犀利

積極聆聽：而家唸返起，我都覺得自己算積極聆聽的



（原來他誤解了「誠信」意思）
以簡單例子解釋誠信的意思





其他活動 可配合其他生涯規劃工具一起使用





<https://www.hkacmgm.org/isp/>

- 資源檔案
- 訂購表格

個人生涯規劃資源站

Individual Student Planning Resource

Career Fingerprint 生涯指紋

Resources related to Breakazine:
To Work Or Not To Work 未來工作想像

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

