

Exploration of My Career Style

Module Summary and lesson Plan

1. Module	Exploration of My Career Style
2. Learning Objectives	<ol style="list-style-type: none"> To let students understand their Holland Career Interest and improve their self-awareness. To let students learn ways to obtain career information and information analysis criteria. To let students know commonly used career exploration websites.
3. Suggested level	Secondary 5 students
4. Suggested period	Class teacher periods / Life Planning lessons
5. Format	Group sharing, teachers' teaching, "Voyage Milestones" worksheets
6. Concept Map of the Topic	<pre> graph LR A[Exploration of my career style] --- B[My style] A --- C[Career exploration] B --- D[Holland Career Interest] C --- E[Ways for obtaining information] C --- F[Five major information analysis criteria] C --- G[Recommendation of career exploration websites] </pre>
7. Suggested moderation	<p>Extended activities and group tasks can be carried out in class with the help of information technology if lesson time allows. The stages are as follows:</p> <ol style="list-style-type: none"> Each group of students is given a tablet computer, which the students can browse different career exploration websites instantly. (Students can start with the Holland Code to which they belong, check the occupations that match their codes on the Jobtionary website, and select the jobs they are interested in.) Each group visits job recruitment websites to browse different recruitment advertisements and visits other career exploration websites to learn more about the job. Each group has to discuss and select 1-2 recruitment advertisements in which all members of the group are interested. The job must be in line with the career interests of each member of the group. Then the group has to report it to the whole class, including: <ul style="list-style-type: none"> Briefly introduce the descriptions and entry requirements of the job. What attracts you to choose this job? How does the job match your career interests?
8. Extended Readings	<p>The Hongkong Federation of Youth Groups ("HKFYG"): Job-tionary https://yen-jobtionary.hkfyg.org.hk/</p> <p>Vocational Training Council ("VTC"): Occupation Dictionary https://occupation-dictionary.vtc.edu.hk/occupation</p>
9. Reference	<p>金樹人 (2016) 。《生涯諮商與輔導》. 台灣: 東華書局。</p> <p>田秀蘭 (2015) 。《生涯諮商與輔導》. 台灣: 學富文化事業有限公司。</p>

10. Module Summary

Module duration 55 minutes	Set off on the Voyage (Motivational Induction)	Brave the Wind and the Waves (Main body)	Discoveries from the Voyage (Reflection and Summary)	Reflections on the Voyage (Conclusion)
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Activities	1) Introduction of Holland Career Interests 2) Holland Code sharing activity	1) Form new groups according to the Holland Code 2) Career exploration resources ways for obtaining information Big information analysis criteria The use of career information websites	1) Explanation of the after-class extended group activities – the students are tasked to browse different career information websites to choose recruitment advertisements that meet their career interests	1) Summary of the key points of this session
Duration	20 minutes	25 minutes	5 minutes	5 minutes
Teaching materials	PowerPoint Coloured stickers Holland Code cards	PowerPoint “Voyage Milestones” worksheet	PowerPoint “Voyage Milestones” worksheet	PowerPoint “Voyage Milestones” worksheet

Stage	Activity Flow	Duration
Set off on the Voyage Motivational Induction	<p>1) Introduction and explanation of Holland Career Interest</p> <ul style="list-style-type: none"> ➤ John Holland, an American psychologist, classified occupations into six categories and correspondingly there are also six types of people. He believes that people of the same type are pursuing a work environment that matches their style; ➤ He thought that the adaptability between the individual and the work environment would mutually affect: <ol style="list-style-type: none"> 1. Job satisfaction: Pleasure brings by job appraisal/experience 2. Career stability: Being able to engage in a job for a long/stable time 3. Career achievement: Affirmation of personal abilities/achievement brought by work ➤ The six categories are: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. The first letters are arranged in a hexagonal shape according to a specific order (RIASEC); ➤ Each type of people has different traits in their abilities, personalities and hobbies; ➤ In fact, each person or occupation possesses the characteristics of these six categories, but the degree is different. In general, the first three categories that highlight our traits become our Holland Code, such as CES, ASE and RIC. <p>2) Holland Code sharing activity:</p> <ul style="list-style-type: none"> ➤ Teachers ask the students to form a group of 4-5 with nearby classmates; ➤ After grouping, each group sends a student to pick up the group materials, which are a set of coloured stickers and a set of Holland Code cards; 	18 minutes

	<ul style="list-style-type: none"> ➤ Ask the students to read the description on the back of each Holland Code card. Each student tries to select three codes from the six code cards that best represent them; ➤ After students have chosen their codes, they share with their group how the three codes can describe them and explain the reasons with specific examples; ➤ Teachers need to demonstrate the process of sharing (he/she can take him/herself as an example) to let the classmates understand the requirements of the sharing; ➤ For example, “My Holland Code is CES. I choose ‘C for Conventional’ because I am organised. My things are neat and systematic; for example, I sort my files and photos systematically. I often back up pictures on my mobile phone and keep them in different folders on my computer according to the date and nature. I also pay attention to details and like to have clear rules for doing things...” ➤ The students put on a coloured sticker that best represents themselves and record it on the horizontal line on page two of the “Voyage Milestones”. 	
<p>Brave the Wind and the Waves</p> <p>Main body</p>	<p>3) Form new groups according to the Holland Code:</p> <ul style="list-style-type: none"> ➤ The students are tasked to find their classmates with the same career interests according to the colour stickers and form new groups about 4 to 5 students per group. <p>i) Career exploration resources – Ways for obtaining information</p> <ul style="list-style-type: none"> ➤ Before introducing the ways for obtaining information on further studies/employment to the students, please ask them to discuss the following questions in groups: “Who do you usually seek advice for when you have questions about further studies and employment? Or How do you look for information?” (Try to ask different students for their opinions to collect the information of different ways); ➤ Summarise the answers of the students. For example, “Thank you for sharing. I heard that the ways for everyone to obtain information include xxxx”; ➤ “But in fact, apart from the ways mentioned earlier, you can also refer to this picture (PPT).” ➤ The teacher explains the ways for obtaining information: <ol style="list-style-type: none"> 1. Internet: search engines, official websites of institutions, job hunting websites, educational websites, social media websites; 2. Interpersonal network: insiders (family members, friends, fellow students, etc.); 3. Personal experience: visiting Institutions, job shadowing, work placement, part-time job; 4. Large-scale exhibitions: Career Expo, Job Fairs. <p>ii) Career exploration resources –Five Criteria for Information Analysis</p> <ul style="list-style-type: none"> ➤ The teacher encourages the students by saying “Make good use of your personal 	<p>25 minutes</p>

	<p>and social resources to collect information from different sources . With your hand-on experience, you can better understand the job nature and whether it is suitable for you. Therefore, you should seek career exploration /internship opportunities.”</p> <ul style="list-style-type: none"> ➤ “Although there are many ways for obtaining information, we must carefully analyse them and know how to select high-quality information.” ➤ The teacher explains the five criteria for information analysis (PPT): <ol style="list-style-type: none"> 1. Accuracy: Whether the description of professions and subjects are correct? 2. Currency: Whether the information is updated? 3. Unbiasedness: Whether the information is reliable? 4. Readability: Whether the information is understandable? 5. Completeness: Whether the information is complete? 	
	<p>4) Introduction of career exploration websites</p> <ul style="list-style-type: none"> ➤ The teacher opens the browser and introduces the URL of the following career information websites. <ol style="list-style-type: none"> 1. HKFYG: Discover@Jobtionary (The teacher can suggest students to choose “Start from my personality”) https://yen-jobtionary.hkfyg.org.hk/ 2. VTC: Occupation Dictionary https://occupation-dictionary.vtc.edu.hk/occupation 3. JUMP recruitment website http://jump.mingpao.com/ ➤ If time allows, the teacher can browse other websites introduced in this session. 	
<p>Discoveries from the Voyage</p> <p>Reflection and Summary</p>	<p>5) Introduction of the after-class extended activities</p> <ul style="list-style-type: none"> ➤ The teacher explains the after-class extended activities: <ul style="list-style-type: none"> ✓The students are tasked to visit the websites introduced in this session to learn about different jobs; ✓They are tasked to select 1-2 recruitment advertisements from the job recruitment websites that suit their career interests and bring them back to share with their group members in the second session (please record them on page two of the Voyage Milestones); ✓Let them know that in the second session of the life planning lesson, they need to reach a consensus, discuss and select a job suitable for all group members from the numerous recruitment advertisements. 	<p>5 minutes</p>

Conclusion	<p>6) Summary of learning</p> <ul style="list-style-type: none"> ➤ Consolidate the content taught in this lesson, including the understanding of their traits of personality/interests (Holland Code), the main ways for obtaining information and the five criteria for information analysis. ➤ Summarise the message of “Life planning emphasises making informed choices. Therefore, we expect you to ‘know yourselves and know others well’. ‘Knowing yourselves’ refers to understanding your characteristics, personalities, abilities, values, etc. ‘Knowing others’ is to know all kinds of multiple pathways and broaden your career choices, thus choose the path that suits you best.” 	5 minutes
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