



## Module 11: My Shining Moment

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Introduction	:	Combine different career identities, discover Shining Points and build career resilience.
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Learning objectives	:	<ol style="list-style-type: none"><li>1. Learn to combine interests, abilities, values and opportunities with flexibility, and discover your uniqueness;</li><li>2. Understand the preparation required for applying for a course and job;</li><li>3. Enhance career resilience.</li></ol>
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Keywords	:	#empowered #Flexibility #Interview #CourseAdmission # JobApplication #Uniqueness #CareerResilience
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Learning materials	:	<ul style="list-style-type: none"><li>➤ PowerPoint slides for teaching</li><li>➤ Worksheet: Application Form Scoring Criteria</li><li>➤ Worksheet: Interview Preparation Blueprint</li><li>➤ Worksheet: Interview Score Sheet</li><li>➤ Worksheet: My Life Planning Footprint<sup>(11)</sup> “My Life Resource Library”</li><li>➤ Worksheet: Extended activity<sup>(11)</sup> “A Quick Guide on Interview Outfit”</li></ul>
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Download teaching resources	:	➤ <a href="https://elesson.lifeplanning.edb.gov.hk">https://elesson.lifeplanning.edb.gov.hk</a>
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## Learning activities and procedures

### Share My Life Planning Footprints<sup>10</sup>

<p>Time: 15 minutes</p> <p>Presentation: P.2-8</p> <p>Worksheet: My Life Planning Footprints<sup>10</sup>, Application Form Scoring Criteria</p>	<ul style="list-style-type: none"><li>➤ Briefly introduce the learning rundown of Module 11, ask students to prepare My Life Planning Footprints<sup>10</sup> for sharing.</li><li>➤ Instructor asks, “How much time do you think a recruitment staff would spend on reading a resume?” [An article from <i>US Time Magazine</i> suggested that a recruitment staff only spend an average of 6 seconds to read applicant’s resume and application form (Sanburn, 2012)]</li><li>➤ Instructor explains, “an ideal application form and resume can help us reveal our uniqueness, give the employer a better impression, and seize the opportunity for interview and job offer.</li><li>➤ Instructor explains presentation P.4-7 on the “Dos” and “Don’ts” when filling an application form.</li><li>➤ Instructor distributes “Application Form Scoring Criteria”, ask students score the application prepared by the classmate sitting next to them from an employer’s perspective. Meanwhile, briefly share their opinions and feelings on the application form.</li></ul>
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- Instructor can refer to presentation P.8 to explain “Application Form Scoring Criteria”:

10 points will be given for meeting each of the below criteria:

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|------|--|
| Dos: | <ol style="list-style-type: none"><li>1. <b>Read carefully:</b> pay attention to the title and fill in the information accurately</li><li>2. <b>Use an appropriate pen to fill in the form:</b> use blue/ black ball pen</li><li>3. <b>Fill in the English address correctly:</b> by using a correct sequence</li><li>4. <b>Provide an appropriate email address:</b> you can use your English name and initials of your first name as your email (e.g.: <a href="mailto:vincent.tm.chan@xxx.com">vincent.tm.chan@xxx.com</a>); avoid using informal words or school email</li><li>5. <b>Fill in the full name of subjects/positions:</b> avoid abbreviations</li><li>6. <b>List skills and recognised qualifications relevant to the course/job</b></li><li>7. <b>List relevant experiences:</b> directly related to the course/position, or knowledge, skills and attitudes which are favorable to the application</li><li>8. <b>Fill in all blanks:</b> fill in “not applicable” or “N/A” when the content is not applicable</li><li>9. <b>Provide a referee:</b> invite 1 or 2 people who know about your study or job performance as your referee</li><li>10. <b>Signature:</b> it is better for the signature to be simple and easy to recognise</li></ol> |
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2 points will be deducted for each of the below item:

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|---------|---|
| Don'ts: | <ol style="list-style-type: none"><li>1. <b>Bad handwriting</b></li><li>2. <b>Typo</b></li><li>3. <b>Wrinkled / dirty form</b></li><li>4. <b>Modify the form with correction pen</b> (try not to modify the form, some form do not accept correction pen, need to cross out clearly and write the new information next to it)</li><li>5. <b>Wrong sequence of information</b> (fill in the latest information first, or according the instructions of the form)</li></ol> |
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## Activity 1: Telling My Shining Point in 1 Minute

Time: 15 minutes	➤ Everyone has different life experiences and unique personality traits. Students can make use of these attributes flexibly, with reference to the requirements of the job or course, to create an appropriate self-introduction and increase the chance of getting accepted.
Presentation: P.9-13	➤ Instructor asks, “Assuming that completing an application form with full information is the first step of success. Next, we will have to be well-prepared for the interview. If you need to introduce yourself in 1 minute, what elements would you include?”. Then gather student’s options and write on the blackboard.
Worksheet: Interview Preparation Blueprint	➤ Instructor distribute and introduce part 1 to 8 (presentation P.11) of “Interview Preparation Blueprint”, emphasizes the importance of self-introduction in the interview, “during interview, self-introduction is more than just provide basic information, more importantly, it allows the interviewer to have a better understanding of the applicant’s personal traits and experiences, so as to evaluate his/her suitability for the applied course/job. In the process of coming up a self-introduction, it also allows us to integrate our own life experiences flexibly, to identify our uniqueness and to give a good impression for the other party.”
	➤ Students can refer to part 8 of “Interview Preparation Blueprint” or “Shine Resume Library” in My life Planning Portfolio (if student has already completed) to prepare a “1-minute self-introduction” for the course/job applied in Activity 1.
	➤ Instructor may encourage students to list all adjectives and personal experiences they could think of, then re-organise them, and write a self-introduction for the application.



	<p>➤ Example:</p> <table border="1"> <tr> <td data-bbox="363 387 611 510">The course/ job you want to apply:</td> <td data-bbox="611 387 1484 510"><b>Bachelor of Social Work</b></td> </tr> <tr> <td data-bbox="363 510 611 645">1. Adjectives representing yourself</td> <td data-bbox="611 510 1484 645"> <i>Adjectives representing yourself</i> <ul style="list-style-type: none"> <li>• active, adventurous and helpful</li> </ul> </td> </tr> <tr> <td data-bbox="363 645 611 1171">2. My story:</td> <td data-bbox="611 645 1484 1171"> <p><i>What are the important experiences which influences and shapes you?</i></p> <ul style="list-style-type: none"> <li>• I used to volunteer during secondary school, starting from participant to team leader in the volunteer team</li> <li>• Encourage classmates to design activities, to put our ideas into practice</li> <li>• The most rewarding part of volunteering is seeing the smiling faces of recipients, knowing that they really appreciate our efforts. Therefore, I hope to study social work to continue helping others and bringing smiles to other people.</li> </ul> <p><i>What is the content and features of the course/job ? What attract you most?</i></p> <ul style="list-style-type: none"> <li>• The emphasis of practice in the course (4 placements)</li> <li>• Understand different perspectives of recipient (the course cover interventions from child to the elderly)</li> </ul> </td> </tr> <tr> <td data-bbox="363 1171 611 1305">3. Reasons of applying for the course/ job:</td> <td data-bbox="611 1171 1484 1305"> <p><i>What is your study/life plan ?</i></p> <ul style="list-style-type: none"> <li>• to learn some counselling skills</li> <li>• to become a capable social worker in the future</li> </ul> </td> </tr> <tr> <td data-bbox="363 1305 611 1473">4. Why should we choose you?</td> <td data-bbox="611 1305 1484 1473"> <p><i>What is your personal traits, values and unique ability? How would that response to the needs of the course or job?</i></p> <p>➤ The four years' experiences of volunteering, from a participant to planner and my trait of flexibility.</p> </td> </tr> </table>	The course/ job you want to apply:	<b>Bachelor of Social Work</b>	1. Adjectives representing yourself	<i>Adjectives representing yourself</i> <ul style="list-style-type: none"> <li>• active, adventurous and helpful</li> </ul>	2. My story:	<p><i>What are the important experiences which influences and shapes you?</i></p> <ul style="list-style-type: none"> <li>• I used to volunteer during secondary school, starting from participant to team leader in the volunteer team</li> <li>• Encourage classmates to design activities, to put our ideas into practice</li> <li>• The most rewarding part of volunteering is seeing the smiling faces of recipients, knowing that they really appreciate our efforts. Therefore, I hope to study social work to continue helping others and bringing smiles to other people.</li> </ul> <p><i>What is the content and features of the course/job ? What attract you most?</i></p> <ul style="list-style-type: none"> <li>• The emphasis of practice in the course (4 placements)</li> <li>• Understand different perspectives of recipient (the course cover interventions from child to the elderly)</li> </ul>	3. Reasons of applying for the course/ job:	<p><i>What is your study/life plan ?</i></p> <ul style="list-style-type: none"> <li>• to learn some counselling skills</li> <li>• to become a capable social worker in the future</li> </ul>	4. Why should we choose you?	<p><i>What is your personal traits, values and unique ability? How would that response to the needs of the course or job?</i></p> <p>➤ The four years' experiences of volunteering, from a participant to planner and my trait of flexibility.</p>
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	<p>➤ Sample of 1-minute self-introduction:</p> <p>I am an (1)active, adventurous and helpful student, (2) I used to volunteer during secondary school, starting from participant to team leader. In response to the needs of recipients, I encouraged my classmates to design activities and put our ideas into practice. The most rewarding part of volunteering is seeing the smiling faces of recipients. Therefore, I hope to study social work in the future and use my professional knowledge to help people in need and to bring them warmth. I notice that the course (2) put much emphasis on practice including the 4 placements; it also covers interventions for different recipients, which would be helpful to fully equip myself. Should I be granted the opportunity of admitting to the course, I hope that (3) I hope that I could develop more counselling skills in order to become a capable social worker to bring positive energy through practices and services. I hope that (4) my four years' experiences of volunteering from a participant to planner, and my trait of flexibility, would give me the strong edge in overcoming the challenges this course might to me.</p>										



## Activity 2: A glimpse of interview

<p>Time: 20 minutes</p> <p>Presentation: P.14-15</p> <p>Worksheet: Interview Scoring Sheet</p>	<ul style="list-style-type: none"><li>➤ In group of two, take turn to play the roles of interviewer and interviewee to conduct interviews for the course or job applied in “My Life Planning Footprints<sup>10</sup>”.</li><li>➤ The time limit is 5 minutes, starting with the self-introduction of the interviewee completed in Activity 1, the interviewers can refer to the questions on “Interview Score Sheet” or ask questions freely. After the interviewer finished scoring, swap the roles.<ul style="list-style-type: none"><li>○ Please share your understanding of _____ (course) /duties of _____ (job)?</li><li>○ Why would you apply for this course /interested in our company?</li><li>○ What attributes do you think we need for this course/job?</li><li>○ What kind of difficulty would you foresee in the course/job? How would you handle that?</li><li>○ What is your life development goal?</li></ul></li><li>➤ Instructor explains the areas that we need to pay attention to during interview: Apart from understanding of the course/job requirement, presentation skills, behaviour, interaction with the interviewer and attitude are all factors affecting the results of the interview.</li><li>➤ Share your views on the sentences below after both students have completed the interviews:<ul style="list-style-type: none"><li>○ the area where you think your groupmate performs well during the interview;</li><li>○ the area where improvement is needed and give specific suggestions.</li></ul></li><li>➤ Instructor explains, “in order to choose a suitable candidate for the course/job, institutions/companies often arrange interview for applicants after receiving their applications. To be well prepared for the interviews, we can learn more information about the course/job through various means such as browsing the official website of the institution/company (you can review Module 6 “Exploring Multiple Pathways” ). Everyone has their own advantages, it is hoped that students could meet the course/job requirements as well as show their personal career plan/goal, so as to increase the opportunity for being accepted.</li></ul>
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## What is “Career Resilience”?

Time: 5  
minutes

Presentation:  
P.16-17

- Instructor explains, “We just tried to flexibly deploy our own resources in dealing with the interview. This ability enhances our career resilience, to adapt to different challenges in life in the future.”
- Instructor use presentation P.16 to explain what “Career resilience” is and point out that its protective factors are important resources for life planning.
  - Career resilience is the ability of a person to respond to unknown career environment (Grotberg, 2003), which is also an important ability of a person to adapt to career development (Tien & Wang, 2017).
  - Grotberg (2003) suggested that we can enhance our career resilience by developing the below protective factors, including:
    - ( I am ) My strength/ability, personality traits and values
    - ( I can ) My interpersonal and social skills
    - ( I have ) My external support and resources
- Apart from developing our potentials, we also need to make use of our external resources flexibly, in order to prepare for our future learning or working.
- Instructor uses presentation P.17 to conclude the session, “We will be facing different new opportunities in the 21st century. If we can explore and integrate our interests, abilities, values and external opportunities flexibly, then we may identify our uniqueness and personal advantages, to respond to the different demands and challenges in our learning and working environment.”



## My Life Planning Footprints<sup>11</sup> “My Life Resource Library”

<p>Time: 5 minutes</p> <p>Presentation: P.18</p> <p>Worksheet: My Life Planning Footprints<sup>11</sup></p>	<ul style="list-style-type: none"><li>➤ Ask students to complete “My Life Planning Footprints<sup>11</sup>” after class and share in the next session.<ul style="list-style-type: none"><li>○ With flexible attitudes, list the below protective factors and think about how these resources would be helpful in your life planning:<ul style="list-style-type: none"><li>▪ ( I am ) My strength/ability, personality traits and values</li><li>▪ ( I can ) My interpersonal and social skills</li><li>▪ ( I have ) My external support and resources</li><li>▪ How would these resources help you with your life planning?</li></ul></li></ul></li></ul>
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## Extended activity<sup>11</sup> “A Quick Guide on Interview Outfit”

<p>Presentation: P.19</p> <p>Worksheet: Extended Activity<sup>11</sup></p> <p>Tool: Login My Life Planning Portfolio</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><p><a href="https://portfolio.lifeplanning.edb.gov.hk/">https://portfolio.lifeplanning.edb.gov.hk/</a></p></div>	<ul style="list-style-type: none"><li>➤ Ask students to think about the outfit for the interview day for the course/job applied in Activity 1 and record the information on the worksheet:<ul style="list-style-type: none"><li>○ Post a photo showing your face and hair for the interview day;</li><li>○ Take a photo and post the photo of your outfit for the interview day;</li><li>○ The things/items you need to prepare before the interview;</li><li>○ The things you will bring on the interview day;</li></ul></li><li>➤ Students can also upload the information to My Life Planning Portfolio “My Gallery” as a memorandum for future interviews.</li></ul>
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## Reference :

### Books & journals :

- Grotberg, E. H. (2003). What is resilience? How do you promote it? How do you use it? In E. H. Grotberg, *Resilience for today: gaining strength from adversity*. Westport, CT: Greenwood Publishing Group, Inc.
- Sanburn, J. (2012). How to Make Your Resume Last Longer Than 6 Seconds. *Time*. Retrieved from <http://business.time.com/2012/04/13/how-to-make-your-resume-last-longer-than-6-seconds/>
- Tien, H. L. S. & Wang, Y. C. (2017). Career adaptability, employability, and career resilience of Asian people. In K. Maree, *Psychology of adaptability, employability, and resilience*. Switzerland: Springer International Publishing.

### Multimedia resources :

- Module 11 Teaching Resources : <https://elesson.lifeplanning.edb.gov.hk/>
- My Life Planning Portfolio : <https://portfolio.lifeplanning.edb.gov.hk/>