



Module 6: Exploring Multiple Pathways

Brief Introduction : By learning how to gather information, we are going to set a goal for our career path, helping us to plan our further studies and career.

Learning Objectives :

- Learning how to gather information on further studies and career;
- Setting a preliminary goal for our career;
- Identifying our strengths and weaknesses, preparing for setting a career goal.

Keywords : #World #Empowered #Career #Work #FurtherStudies #Goal

Learning Materials :

- Powerpoint slides for teaching
- Worksheets: Reference: Recommended Online Resources
- Worksheets: My Life Planning Footprints®“Exploring My Career Goals”

Download Teaching Resources :

- <https://elesson.lifeplanning.edb.gov.hk/>



Education Activities and flow

Sharing My Life Planning Footprints^⑤

<p>Duration: 5 mins</p> <p>Powerpoint: P.2-3</p> <p>Worksheet: My Life Planning Footprints^⑤</p>	<p>➤ Making a brief introduction of the study flow of Module 6. Then students sitting next to each other take turns to share their My Life Planning Footprints^⑤ in one minute:</p> <ul style="list-style-type: none">~ Share your graph of life roles in ten years and some methods to coordinate these roles in one minute.
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Activity 1: Find My Way

<p>Duration: 5 mins</p> <p>Powerpoint: P.4-5</p>	<p>➤ Presenting P.5 of the Powerpoint slides. Then students will be asked to answer the following questions:</p> <ul style="list-style-type: none">○ Which way will you choose to obtain the treasure?○ Rules: going up by following Route A to F. Turn left or right when there is a horizontal passageway. (Remarks: Students don't know which route is the shortest to the treasure) <div data-bbox="521 1255 1409 1705" data-label="Image"></div> <p>➤ Tutor explains: Gaining a full understanding of the information can help us make suitable choices and move towards the goals.</p>
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Know More about Multiple Pathways

Duration: 10 mins

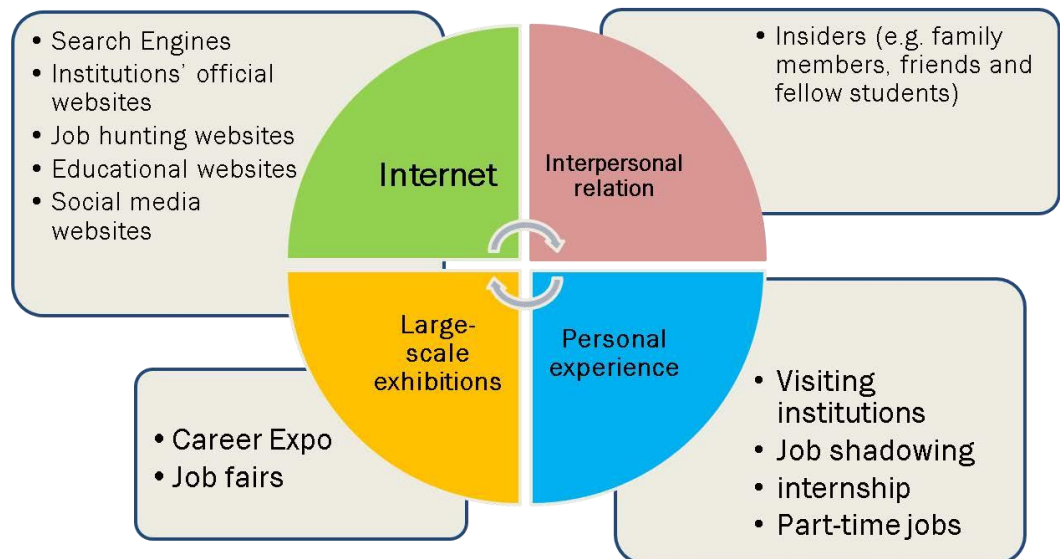
Powerpoint: P.6-7

Reference:

Recommended
Online Resources

- Presenting p.6 of the Powerpoint slides to show the channels and ways that students can make use of to obtain the information on exploring career paths. Tutors can also arrange some group discussions, and then students may write the opinions they sum up on the blackboard.

- What is your way/channel to gather information on further studies and career?



- **Internet**

The information on further studies and career is changing rapidly. Thanks to online search engines and official websites, we are able to gather the latest and most accurate information. Please be sure to pay attention to the source and last updated date. (Please refer to annexes for more online materials)



➤ **Interpersonal Relation**

Encourage students to make use of interpersonal relation for the firsthand information on further studies and career, especially some experience. Students may also look for help when in need of emotional support.

➤ **Large-scale Exhibitions**

Government of Hong Kong and large enterprises hold various kinds of large-scale exhibitions related to further studies and career on a regular basis, for example HKTDC Education & Careers Expo, Hong Kong Science Park Career Expo and HKIA Career Expo. These exhibitions offers information on various institutions and professions. Meanwhile, Labour Department and nonprofit institutions will also hold large-scale job fairs to offer job opportunity for applicants then and there.

➤ **Personal Experience**

○ **Visiting Institutions**

Visiting institutions and being personally in the workplace enable students to familiarize themselves with the operation of specific industries.

○ **Job Shadowing**

Job shadowing brings students to the workplace for an up-close look at professionals at work, which is a great opportunity to understand specific professions.

○ **Internship**

An internship provides students with on-the-job training. Thanks to internships, students may acquire some skills, for example teamwork, eloquence and problem-solving abilities.

○ **Part-time Jobs**

In addition to extra income, the job experience students gain through internships takes their resumes to a much higher level.



- Tutor may present the website of online materials on p .7 of the PPT and teach students to use information platforms through guidance and encouragement.
- Tutor explains: "There are various opportunities related to further studies and career in modern day society. Our development is no longer restricted in terms of directions and ways. Therefore, we have access to more options in the future by exploring our career paths, helping us find out the path that suits ourselves the most."

Five Criteria for Information Analysis

Duration: 10mins

Powerpoint: P. 8

- Tutor asks: "Is every single piece of information we received suitable for use? Are there any screening criteria?"
- We may refer to the five criteria proposed by three American scholars, JoAnn Harris-Bowlsbey, Barbra Suddarth and David Reile, in 2008 for analysing career-related information.





- **Accuracy:** Paying attention to the accuracy of information, especially the source of information and the description of professions and subjects.
 - **Currency:** Paying attention to the date of information to see whether it is.
 - **Unbiasedness:** Updated whether the information is reliable and unbiased.
 - **Readability:** Whether the information is understandable.
 - **completeness:** Finding out whether the information is complete.
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- Tutor may take some information samples as exercises for students to implement the analysis criteria mentioned above.
 - Tutor asks: "The quality of information will have a direct influence on the subsequent decisions. Thus, we should always be alert. Selecting valuable information by screening according to the analysis criteria."



What is "Qualifications Framework"

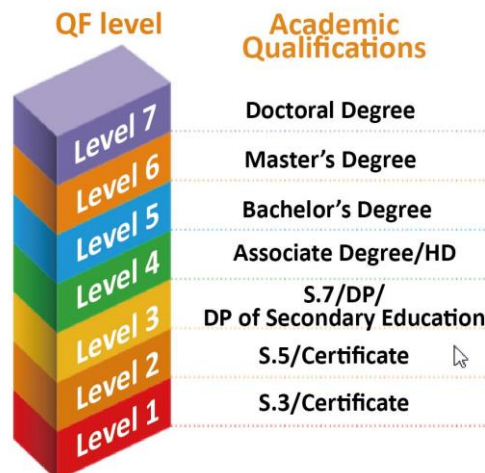
Duration: 10 mins

Powerpoint :
P.9-10

The website of
Qualifications
Framework

[https://
www.hkqf.gov.hk/
tc/home/
index.html](https://www.hkqf.gov.hk/tc/home/index.html)

- Tutor asks: "Even though we have access to a ton of information on further studies and craeer, can you differentiate development phases?" , then explains the "Qualifications Framework" by presenting p.9 on the powerpoint slides.
- The QF in Hong Kong (HKQF) is a 7-level hierarchy covering qualifications in the academic, vocational and continuing education sectors. Levels are based on the Generic Level Descriptors (GLD). HKQF encourages continuing education and lifelong learning (Qualifications Framework Secretariat, 2018).
 - Each qualification is assigned a level in accordance with a set of Generic Level Descriptors (GLD) which specifies, in four domains, the outcome standards expected of the qualifications at each level. The four domains are "Knowledge and Intellectual Skills", "Processes", "Autonomy and Accountability" and "Communication, ICT and Numeracy" (Qualifications Framework Secretariat, 2018).
 - Having understood QF Level, we may search for information on the education and training courses, qualifications and programme operators accredited by the authorities concerned in Qualifications Register.





- Tutors may present p .10 of the PPT. Then they may take several retail banking posts as examples to explain the development paths of different professional qualifications:

QF level	Level 3	Level 4	Level 5
Posts	Cashier	Brand Director of Service and Operation	Brand Manager of Service and Operation
Abilities	Counter service; Customer service skills; Compliance; Cross-selling	Operational support and supervision; Customer service management; Cashier balancing and reconciliation; Compliance assurance	Branch operation management; Branch personnel management; Service delivery and quality management; Branch compliance and risk control
Courses	Retail Banking Counter Service Certificate	Higher Certificate of Retail Banking Branch Operation	Professional Certificate of Retail Banking Branch Operation Management

- Tutor explains: "Not only does QF help us find out courses and professions that suit our abilities, it is also for our reference when planning further studies and career development."

Activity 2: Case sharing- Dream Builder E-sports

Duration: 10 mins

Powerpoint:
P.11-14

A video clip:
"Dream Builder Esports"

Duration: 6:19

https://youtu.be/_njunrJDuvw

- Play the video clip of "Dream Builder Esports", and ask students to think about the following questions:
 - What did the main character in the video clip prepare before stepping into E-sports?
(The major character used to be a streamer, a coach, an Esports player and so on so forth.)
 - What are the positions in the Esports industry?
(The roles are players, live streaming team, preparators, producers, publicists and so on. We'd better know more about the roles to plan as early as possible.)



- What challenges are Esports players confronted with?
(Only few people made it because being a professional Esports player is really stressful. Regular physical activities, keeping your weight off and having a healthy diet are what it takes. Meanwhile, the gaming industry is going through ups and downs, and it might come to an end.)
- What is the major character's opinion on staying in the industry?
(Being flexible and improving your abilities in a continuous fashion.)
- Tutor explains: "From the main character's experience, we can tell that the interest in Esports is only part of the story. Knowing our strengths and limitations, acquiring necessary knowledge and abilities, gathering more information, keeping abreast of the current situation and future opportunities lead to a bright future in the Esports industry. These actions are also essential for other professional development."
- Tutor concludes the module with p.14 of the PPT: "In a rapidly changing society that is full of all sorts of information, we need to make use of various channels to acquire information on further studies and career. Selecting valuable information by careful analysis. Having a better understanding of QF and paying attention to courses and professional development help us plan our further studies and career. Then, we may try to set a preliminary career goal according to our own strengths and limitations."



My Life Planning Footprints © "Exploring My Career Goals"

<p>Duration: 10 mins</p> <p>Powerpoint: P.15</p> <p>Worksheets: My Life Planning Footprints© "Exploring My Career Goals"</p>	<ul style="list-style-type: none">➤ Ask students to complete "My Life Planning Footprints©" after the session and share in the next session.➤ Choose a career you would like to pursue in five years, browse a relevant job advertisement on the recruitment website and answer the following questions :<ul style="list-style-type: none">○ What do I want to do in five years ;○ What are the job duties of the recruitment advertisement;○ How will you gather more information to make you feel more confident when making decisions?○ How do you plan your further studies and career path to make yourself qualified for the job you want○ What do you need to do both on and off campus to gain relevant working experience and necessary knowledge and abilities?○ What are your strengths and limitations to achieve this career goal?
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Extended Activities ⑥ "Check in Career Information"

Powerpoint: P.16

Tools: login My Life Planning Portfolio

<https://portfolio.lifeplanning.edb.gov.hk/>

- Logging in "Career Information" of My Life Planning Portfolio to find out more details on various professions according to your own interest and Holland Code.



> List > Coffee Bar Servicer

Coffee Bar Servicer

- Provide customers with quality service, drinks and food
- Handle daily operation of coffee shop

Occupational Interest Code

Related Occupations

- Driver (Bus) R C S ⌘
- School Inspector R C S ⌘
- Pet Groomer R C S ⌘
- Safety Supervisor R C S ⌘
- Postal Service Mail Carrier C R S ⌘
- Courier C R S ⌘
- Deliver Worker C R S ⌘
- Bank Clerk C R S ⌘
- Credit Analyst C R S ⌘
- Clerk, General C R S ⌘



Reference:

Books & journals :

Education Bureau (2014) 《中學生涯規劃教育及升學就業輔導指引》 Extracted from
https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

Qualifications Framework Secretariat (2020) 。《香港資歷架構簡介》。 Extracted from
[https://www.hkqf.gov.hk/filemanager/printedmaterial/en/upload/121/HKQF%20Handbook%20booklet_\(202009\).pdf](https://www.hkqf.gov.hk/filemanager/printedmaterial/en/upload/121/HKQF%20Handbook%20booklet_(202009).pdf)

Harris-Bowlsbey, J., Suddarth, B. & Reile, D. (2008). Facilitating Career Development (2nd ed.).
Broken Arrow, OK: National Career Development Association.

Multimedia materials:

Module 6 teaching resources: <https://elesson.lifeplanning.edb.gov.hk/>

The website of Qualifications Framework: <https://www.hkqf.gov.hk/tc/home/index.html>

The case of Dream Builder Esports: https://youtu.be/_njunrJDuvw

My Life Planning Portfolio: <https://portfolio.lifeplanning.edb.gov.hk/>