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Chapter 3: Individual Student Planning for Transition

For the Project “*Preparing Students for Successful Transition in the New
Academic Structure: Effective Presentation and Planning Ahead*”

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Instilling Individual Student Planning in Preparation for Transition

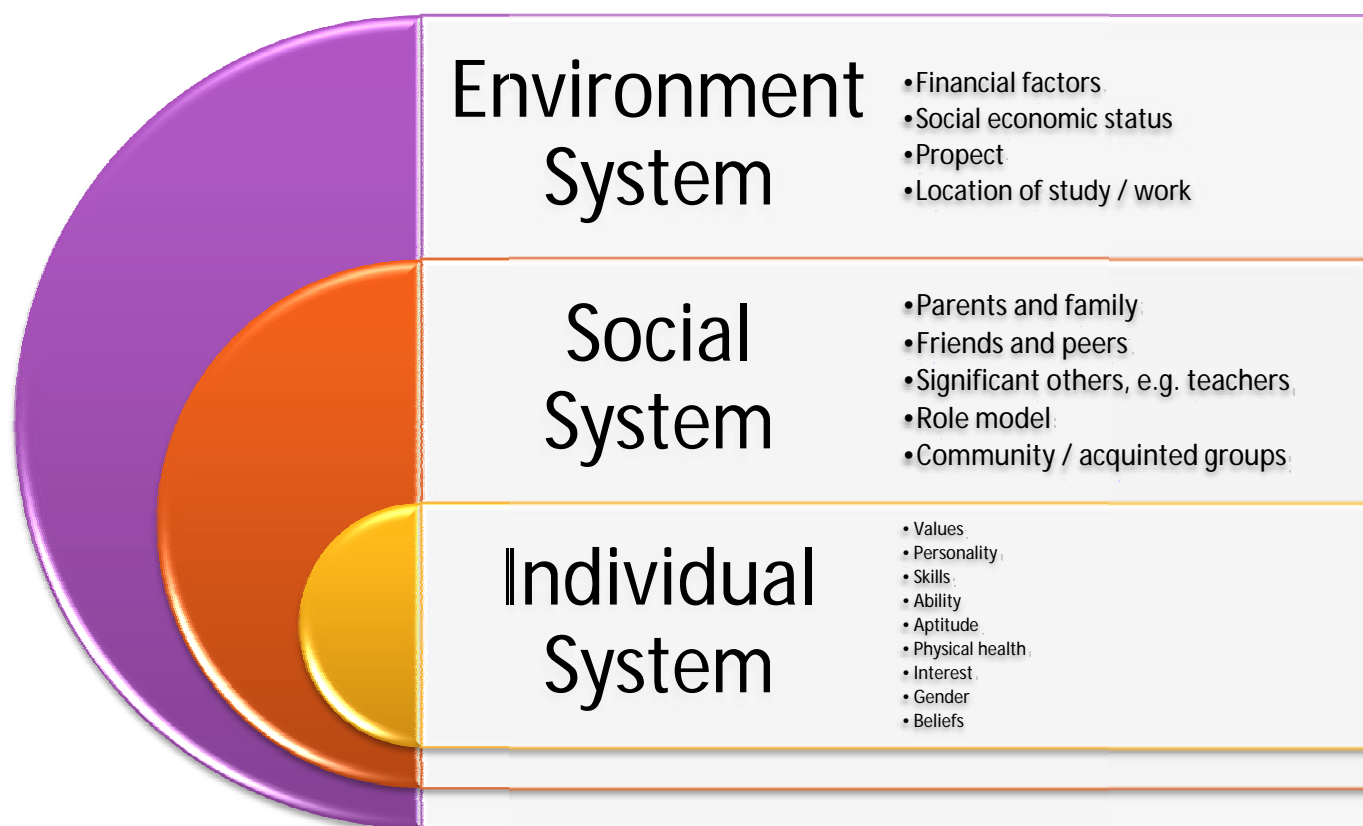
Individual Student Planning starts with understanding of self, interests, personality, skills, dreams, aspired lifestyle, etc. Yet understanding of oneself should not only be limited to the “individual” per se; in fact one should also consider the social and environmental/contextual understanding of the interplay of various sources of influences in the process of career decision making. Young people need to develop their career awareness about what these influences are and how these factors may affect their choices. Qualitative career assessments, including those introduced in Chapter 2, can give students new insights into their career interests, skills and aptitude. Qualitative assessments, long been regarded as not “scientific” enough, nonetheless have strengths in facilitating self-reflection and understanding of the social and contextual influences.

In fact, since 2007, HKACMGM has been actively utilizing qualitative approaches for career development in schools, e.g., *Finding Your Colours of Life* for junior secondary students and *Career Mapping* for senior secondary students. Both the pilot study and evaluation study of the two tools confirmed the effectiveness and possibilities of using a qualitative approach in career guidance.

Writing about oneself – no matter it is a personal statement for transition, a biography, or a short essay for JUPAS application – is telling one's story. Story-telling, used interchangeably in this Chapter with construction of ones' “narrative”, has become an increasingly important and popular approach in career guidance. Story-telling is about building connectedness between one's past, present, and future. It's through the establishment of the connectedness between one's life experiences that the later can be made sense of in the process of growth and development of the individual. “Making sense” – building connectedness between plots in life, between oneself and significant others, between an individual and the community/society at large, is reflection.

Educators may utilize different tools to help students construct their career narratives by bringing in the strengths of story-telling. *Career Mapping*, one of the most popular career development tools for NAS senior secondary school students, provides comprehensive exploration activities that guide students to construct their narratives in an in-depth manner.

Various narrative tools, built upon sound theoretical frameworks on career development, have been developed. “My System of Career Influence” (MSCI) is one of these tools in Australia, developed by Dr. Mary McMahon to help adolescents to explore their stories and career thoughts. The rationale underpinning MSCI is the Systems Theory Framework (STF) that explains the multitude of influences on one's career development from a macro level. See below for a simplified version of STF. In MSCI, clients/students are invited to tell career stories and then construct and build awareness of their system of influence through a working alliance between the counsellor/teacher and the client/students. As discussed in the first two chapters, how these quality assessment tools can be localized to fit the situation and needs of HK teachers and students is always a concern. The HKACMGM is working collaboratively with Dr. McMahon to design a qualitative tool using the narrative approach and STF, namely, the **myCareerTrack**. It is NOT a Chinese translation of the MSCI, but a newly developed instrument to meet the career development needs of students under NAS. Stories constructed, reflective accounts made, and action plans that follow are all crucial components in preparation of transition from secondary schools to tertiary education or professional training. As we always insist: building of career awareness, understanding of self, planning realistic goals and actions, and making career decisions should be the grounds for successful transition, whether or not students need to prepare their SLP, or choose a course for further studies.



The following section outlines the initial version of **myCareerTrack**. Teachers may conduct it in a normal class (of course, with group works), in small groups, or with individual students. Please acknowledge the source when use.



The myCareerTrack

Written by

Mary McMahon

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Station 1: The Story of Chun Chun

If you've just started working on this little book, you are about to have some important career decisions: for instance, about the programs you are going to choose in your JUPAS, about what other tertiary education possibilities you may look for, about whether to study in HK or to study overseas, or about whether you are ready to work. Career development is a life-long process and your plans will probably change as you gather more information, and most importantly, understand yourself better. Exploring careers does not mean that decisions have to be made and set in stone, but they should be informed decisions/choices – i.e., decisions based on concrete and realistic information. It'd be a challenging but meaningful and exciting journey.

One of the best ways to understand ourselves is to review other people's stories. We can understand influences behind one's development and how the person went through the struggles and challenges. These can be resources when we travel our own journey of career decisions.

Below is the story of Chun Chun, who is in her S.6.

Chun Chun is studying in secondary 6. Other than the 4 cores (English Language, Chinese language, Mathematics with an extended module, and Liberal Studies), she takes Chemistry and History as electives. She is interested in art and design and so, despite the fact that her school does not offer Art and Design as an elective, she pays an extra effort to attend an Applied Learning course on Fashion and Design every Saturday morning. She's got much satisfaction in the preparation of a real fashion show included in the course.

Chun Chun loves drawing since she was a few years old. Like many children from Hong Kong families after the 90s, she was arranged various "extra-curricular" activities by her mother – playing the piano, dancing, cultural exposure, and later, more academically-oriented English tuition and Math Olympics training. She didn't understand what is meant by "all-round" development yet she managed to get praises from her parents with her well-above satisfactory performance in and outside school. Frankly, she is thankful for these experiences, of which she has gradually developed a keen interest in modern art.

When Chun Chun was promoted from S.3 to S.4, she faced some problem in choosing the electives. In her school, with a good track record in public examinations in science-related subjects, her parents, teachers and good friends all suggested she should take 2Xs in science. She chose Physics and Chemistry, and History – she was inspired by her History teacher, who always made learning History more than regurgitation of facts and figures through inspiring approaches. Chun Chun loves European History most because of its connection with art. That's also the drive behind her determination to drop Physics and took Applied Learning in S.5, though it triggered some disagreement with her parents.

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Chun Chun, sometimes, starts to worry about her JUPAS application. Different people in school keep reminding her about the significance of getting a degree, at least, for finding a job after graduation. Chun Chun would like to study in university, because she wants to get a job with substantial financial support for her family. Chun Chun's father is now in his 50s, working as an accountant in a local company and her mother is a house-wife focusing all her energy on taking care of the 3 children. Chun Chun is the eldest among the three and is aware of the high expectation from her parents. She is pretty sure that it's not too difficult to get a place in the university; however, she is not sure about what to choose - How about Design from PolyU? How about physiotherapy and nursing - more "applied" medical and science subjects? How about a degree in pure science? Or, a degree in accounting, like what her father suggests?

Does Chun Chun's story look familiar? Yes, in many ways students under the New Academic Structure share her experiences in subject selection, in engagement of various other learning experiences and in struggles to make decisions on transition.

You may work with your supporting partner or in a small group (according to the counsellor's instruction), to go through the reflective process below:

Discussion questions:

1. What influences on Chun Chun's study choices can be identified in her story? What are the differential impacts of these factors? How are these influences related to one another?
2. From the experiences in academic and non-academic aspects, what kinds of skills, potential or personality traits does Chun Chun possess?
3. Give 3 suggestions or recommended strategies to Chun Chun on the direction of exploration she needs to pursue in relation to career planning.
4. Income security is something that Chun Chun values. Of the three suggestions you have made above, which are more likely to meet her value of having a secure income?

The NEXT Station:
The myCareerTrack assists you in identifying your own stories, and reflecting on how the influences from your stories can relate to your career planning and decision making. Let's start with construction of your Career Profile - a review of your current situations.



Station 2: My Career Profile

A career portfolio is a collection of your academic and career-related experiences (including career interest assessments, work-related experiences) and personal achievements in the academic aspect and Other Learning Experiences (including voluntary services and various extra-curricular activities). These are the information you probably need in future.

Name:				Date:
Education History				
HKDSE Subject	School Grade	Target HKDSE Grade	Final HKDSE Grade	Subject(s) I like most and strategies/methods I've used to learn the subject(s).

My Holland Code (if any):

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Results of other interest/aptitude/career assessments (if any):

Three most interested occupations related to my Holland Code:

Three most interested further study/training programmes related to my Holland Code:

Three most interested activities (academic or non-academic):

Career values I treasure most (e.g. meaningful, good reward):

My goals on personal development:

My worry or concern about the career decision to be made at this moment:



Station 3: My Map of Influence

This station guides you to reflect what influences are underplaying in your career decision making process, for instance, when you choose what to study in tertiary institutions.

In each of the following three frames, tick, in the first column, the items of influences that you think may affect your choice. Then, write briefly in the second column (or just share with your supporting partner) HOW these influences may affect you. Finally, in the third column, prioritize the relative impact of these influences on you (starting from "1", up to the number of influences you tick).

Frame 1: About Myself

Possible Influences (put a "v" in the <input type="checkbox"/> of items that may affect your choice)	HOW the influence affects me	Priority of Relative Impact
<input type="checkbox"/> Ability		
<input type="checkbox"/> Interests		
<input type="checkbox"/> Skills		
<input type="checkbox"/> Personality		
<input type="checkbox"/> Aptitude		
<input type="checkbox"/> Age		
<input type="checkbox"/> Values		
<input type="checkbox"/> Gender		
<input type="checkbox"/> Health		
<input type="checkbox"/> Beliefs		
<input type="checkbox"/> World of work knowledge		
<input type="checkbox"/> Career Dream		
<input type="checkbox"/> Expected lifestyle		
<input type="checkbox"/> Others (please specify):		
<input type="checkbox"/> Others (please specify):		



Frame 2: About People I Relate to

Individuals are never isolated but are connected to other people – they can be someone we live together with for the whole life (our parents), people who we grow together and share the same interests with, people we admire (our role model who may not know us), and people living in the same culture; some of them might have expressed expectations on our future, while we may consider how some others think. Think about whether and how the following influences affect you.

Possible Influences (put a “v” in the <input type="checkbox"/> of items that may affect your choice)	HOW the influence affects me	Priority of Relative Impact
<input type="checkbox"/> My family (parents, siblings)		
<input type="checkbox"/> My Friends		
<input type="checkbox"/> My Teachers		
<input type="checkbox"/> People of my Age		
<input type="checkbox"/> My Mentor		
<input type="checkbox"/> My Role Model		
<input type="checkbox"/> Community(ies) that I belong to; e.g., a voluntary service group, a fellowship in church, a group on the Internet		
<input type="checkbox"/> Others (please specify):		
<input type="checkbox"/> Others (please specify):		



Frame 3: About the Environment around Me

Though we may not be aware of it, individuals are under the influence of factors in the wider environment that we live in. Think about whether and how the following influences affect you.

Possible Influences (put a "v" in the <input type="checkbox"/> of items that may affect your choice)	HOW the influence affects me	Priority of Relative Impact
<input type="checkbox"/> Economic trends		
<input type="checkbox"/> Socioeconomic status gained from my choice		
<input type="checkbox"/> Financial Factor		
<input type="checkbox"/> Location of my study/work		
<input type="checkbox"/> Career prospect allowed by my choice		
<input type="checkbox"/> Others (please specify):		
<input type="checkbox"/> Others (please specify):		



Station 4: Telling the Stories of the Past, Present and Future

Experiences we have gone through in the past influence decisions we make, and how we act in experiences we have at present, and how we interpret them. All in all, our experiences in the past and present have meanings for us and make us unique. These meanings, though often we are not aware of, are shaping how we think about our future.

In this station you are invited to share stories of your past, present and future. You'll dig out the special meanings for you from these stories. The findings (the meanings, the themes) will help you with the career decision making process later on.

About Telling Stories:

You are invited to tell at least three stories, one about your past, one about your present experiences, and one about your thought towards your future. You may choose those from the topics below. The story shaping questions provide a guide that you may use to reflect on that experience. But you may also feel free to express yourself.

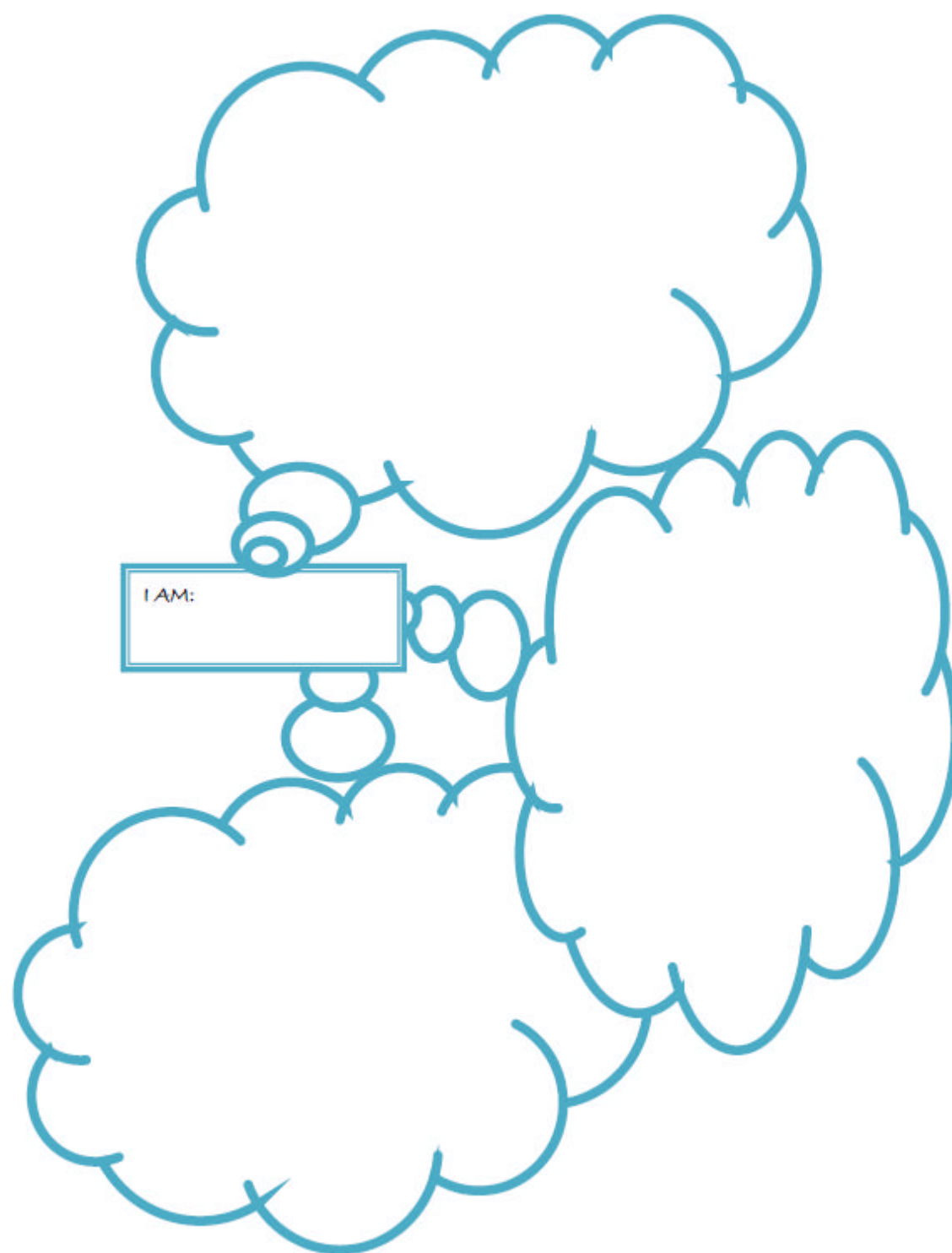
1. Your favorite subject: What is the subject you like most in your secondary school years? What excites you about the subject? What are the parts/contents of the subject that you enjoy most? Why and when? Are there any aspects of the subject that you do not like and why? Where else in your life have you demonstrated knowledge or skills from this subject?
2. A learning experience in school: What is the experience you have that has an impact on you? What excites you about this experience? What role do/did you play in this experience? What qualities do/did you perceive yourself as having? Did you have this experience with others or alone? Are there any aspects of the experience that you do/did not like? What else in your life have you demonstrated knowledge or skills you learn/develop from this experience?
3. A competition that you have participated in: What is the competition? What excited you about this competition? What role did you play in this competition? What qualities did you perceive yourself as having? What this competition that you engaged with others or alone? How did you overcome the challenges faced? What else in your life have you demonstrated knowledge or skills you learn/develop from this competition?
4. A person that you admire: Who is/was your role model or the person you admire most? What characteristics or acts do/did you admire? Is/Was there anything about that person that you do/did not like?
5. A hobby that you enjoy: What is the hobby you enjoy? What excites you about this hobby? What did you feel when you were engaging in activities of this hobby? What else in your life have you demonstrated knowledge or skills or attitude you develop from this hobby?
6. Your dream occupation: When you are growing up, what is the occupation that you aspire to have? What excites you about this occupation? Are there any aspects of this occupation that you do not like? What would your friends/family say if you really choose this occupation?
7. Or, anything you find meaningful to you or makes you different

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Telling My Stories



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Station 5: Reflection on WHO I AM:

Share your stories with your supporting partner, or someone you trust. You may work alone or with your partner on going through the following reflections:

1. My Characters behind the Stories: Review the three stories told, what did you like doing?
2. Identify the Common Themes of the Stories: What do these stories say about you? Are there any common themes or meanings that run through the different stories?
3. Connect my past, present to future: Who (people studying certain disciplines, and/or people from certain occupations) do you think might use strengths, skills, and attitudes you demonstrate through your stories? In what ways these qualities might be used?

Bonus: For those who've got a Holland Code

For students who have got a Holland Code (that you have inputted on p.5 of this booklet) from Career Mapping, Career Interest Inventory, SDS or other reliable sources, the following reflection process can complement your reflections above:

1. What is your three-letter code?
2. Read a reliable description of each of the 6 codes of Holland System (read from the CII student report for description of features of each letter; other reliable sources can be found at: <http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/?menu=student&expand=sj>; or you may consult your teacher/counsellor). How would you explain each of these letters in your case? Are there any descriptions of the code you find true of you? Can you provide examples that demonstrate these qualities? Are there any descriptions of the code you find NOT true about you?
3. How would you explain the order of your three-letter code in your case?
4. In what way is the first letter of your code evident in your study, your hobby, and learning experiences that you participated in?
5. In what way is the second letter of your code evident in your study, your hobby, and learning experiences that you participated in?
6. In what way is the third letter of your code evident in your study, your hobby, and learning experiences that you participated in?
7. What relationships do you see between the three-letter code and your life experiences?
8. How does the reflection above inform you about the possible choices of study, and your potential future career?



Station 6: Tracking the Influences

Now it's time to put your findings in the previous stations together and construct your "career portrait" – a map of influences for career decisions you have made and to be made. Follow the step-by-step guide below, and you may use pencils or colour pencils for your creative work. Mind you: there are no right or wrong answer – it's all about how honest and how much you have presented findings of your exploration.

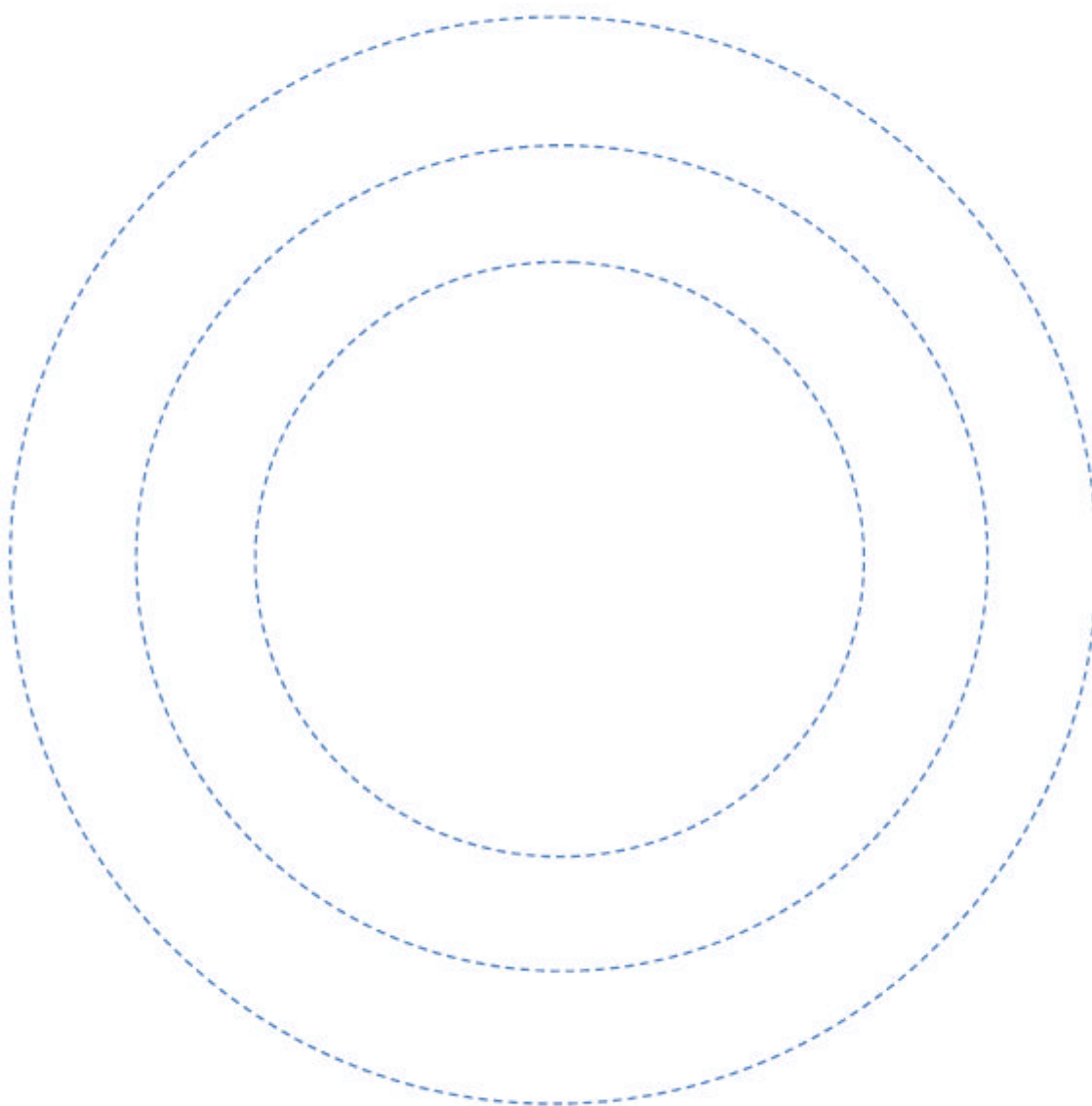
Instructions:

1. Refer to Station 3, review the influences you have chosen and prioritized in each frame. Mark items you picked from the first frame in the inner circle on the following page; those from Frame 2 in circular frame outside the core circle; and those from Frame 3 on the outer frame. Draw circles around each item with the rationale that:
 1. Circle each item around, with the relative size of the circle indicating the relative degree of influence on you.
 2. The circles can be close to each other, far apart, and even overlap. It depends on how much these items are related to each other.
2. Refer to Station 4, review the stories and your reflections. Are there any influences you may identify from them? If so, give it an item label in a circle and put onto the portrait you have drawn.

As an example to illustrate the idea of Career Portrait, the one from Chun Chun, the character in Station 1, has been given on p.13, you may find it useful to compare her story, your discussion findings and the diagram below.



My Career Portrait





Chun Chun's Career Portrait

(Remember, you can use your own language and style. The following case is just an illustration of a possible way of presenting the career portrait)

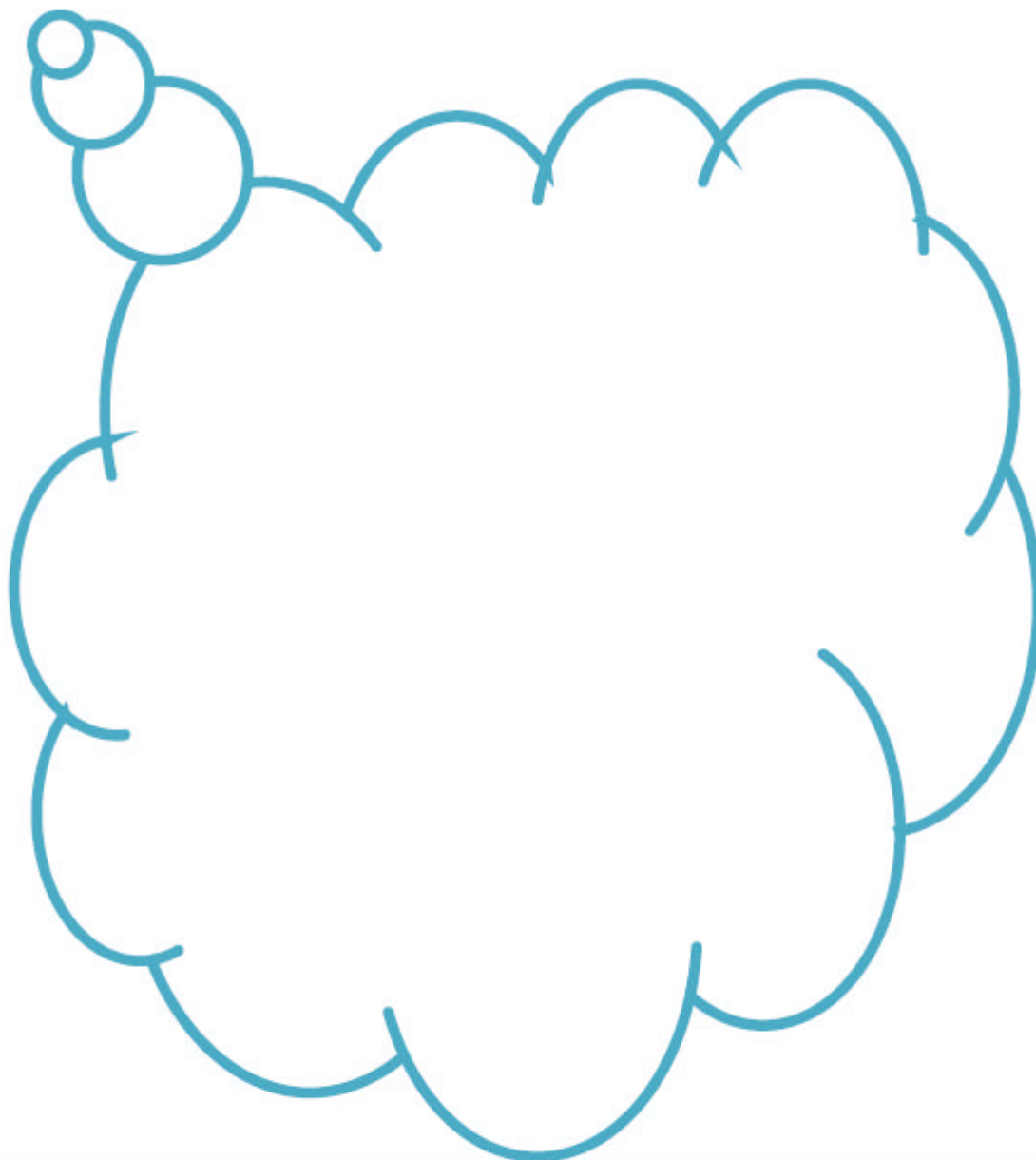




Congratulations! You have completed a portrait of various influences on your career development and decision making. Think about the following:

1. What new findings do you have about you?
2. What findings confirm with what you thought about yourself?
3. When and how did these influences work together in your career decision process?
4. How do you feel about this portrait?
5. Is there anything you want to change about this portrait? What is it and Why?

Share your thoughts below:





Station 7: Action Planning

Career decision is not just a matching exercise between one's traits and options offered, nor is it wise to consider solely the expectation of people important to us, or economic trends. Possibly, we need to consider a basket of influences, including those from the past, the present and our dreams or expectation about the future. Now comes the moment you are invited to reflect, evaluate and plan for actions.

Choices to consider:

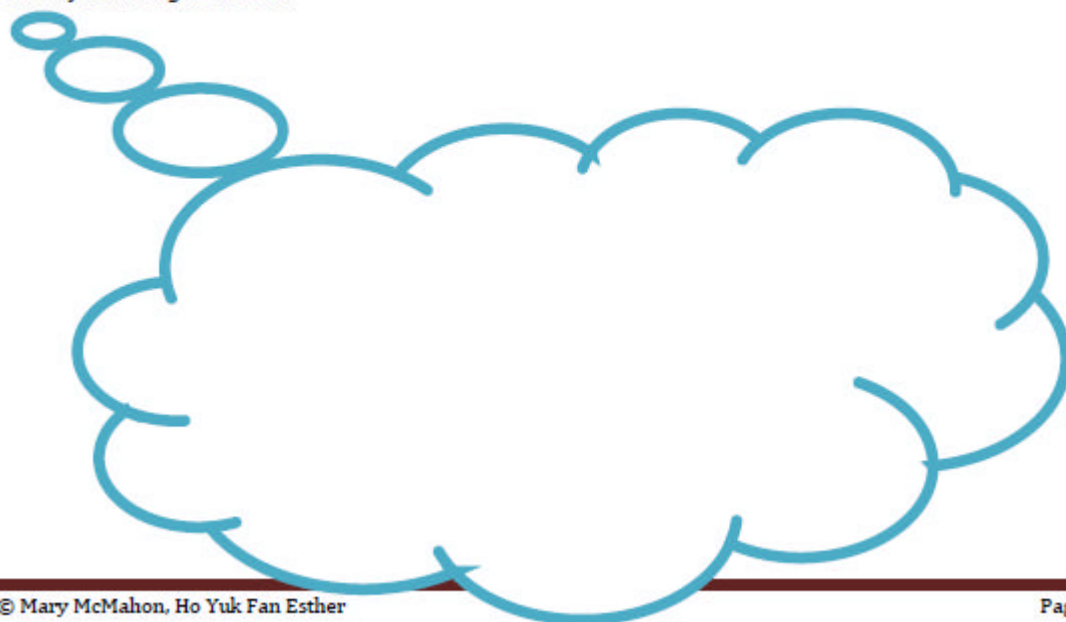
List three to five programs you have considered for your further studies, and three to five occupations you have thought about for the future.

Further Studies	Occupations

Now consider each study option and occupation individually and reflect:

1. How well does it connect to who I am (strengths, talents, abilities, personality, values, etc.), as identified in various stations above?
2. How well does it connect to influences from people around me and the environment I live in?
3. Is there anything I need to learn more about the further study choices and occupations? How and from whom can I get the above information?
4. How well will it give me satisfaction and a sense of achievement?

Share your thoughts below:





You may be aware that you need to conduct a more thorough investigation of the options before you make choice list. Here are some means that help:

- Occupation search from the Internet
- Seeking advice from your career teacher/counselor
- Interviewing a person from the field of study or occupation
- Participating in authentic work-related experiences (e.g., job shadowing, job experience scheme, summer internship)

Choose from the list above, the top three courses OR occupations you want to research into. These choices should contain both your dream choices and choices during contingency. Think and draft your action plan for the investigation.

My First Choice of Study/Occupation and Action Plan

My Second Choice of Study/Occupation and Action Plan

My Third Choice of Study/Occupation and Action Plan



Station 8: The Beginning, Not the End

You have completed an invaluable journey of reflection and come up with some plans for further actions, especially on exploration of various options. You are recommended to come back to this booklet from time to time, and review your thoughts, especially after you have completed some initial exploration work. Usually, when you get a clearer picture about the potential study options and occupations, you can make your final decision more easily. Thus, the exploration journey of yourself and the environment would be a continuous process.

Finally, do not hesitate to contact your career teacher/counselor for sharing your thoughts and findings, for getting up-to-date career information, and last but not least, for practical advice throughout your career exploration process.



Successful Writing, Successful Transition: A Writing Guide for Students

Introduction:

In the previous section we introduce an individual student planning approach to constructing stories and narratives. This guidance approach has several advantages over the traditional “instrumental approach” that students write in response to specific or perceived requirements/ criteria/ preference of the admission officers:

Students go through a process of self-reflection and account of the development process; this promotes their self and career awareness.

Based on authentic stories filled with life experiences and emotions, stories constructed frequently reveal the “true” selves, which admission officers in fact have much stronger preference over those “technically” written to fit the presumed marking scheme (which doesn’t exist, as you may see in Chapter 5).

Short pieces of stories or narratives become the ingredients of their personal statement or self-account. What they need to do is to modify the style and length to align with the specific directions for different purposes of writing.

In this section, we are going to provide a practical guide about the SKILLS and STYLES of writing, with special attention to the self-account to be included in the Student Learning Profile (SLP), and the additional information as part of the JUPAS application.

Other Learning Experiences contribute to the process of your learning experience, while Student Learning Profile (SLP) is a conclusive profile of the process of learning. Writing skills are another challenge but comparatively, a thorough understanding of one’s interests, personality, traits, skills and aspirations is more vital to the production of a UNIQUE and IMPRESSIVE piece of work. If one has navigated the *myCareerTrack*, or *Career Mapping*, with a serious and reflective attitude, all he/she has recorded can assist the writing process.

Your Self-Account helps you to:

Be better organized (because you select, you think and reflect on your strengths and weaknesses)

Plan (because you decide what to choose and how to achieve your goals)

Give people information (because you supplement the hard data of OLE records)

Prepare for a review or an interview, e.g. university admission officer, prospective employer or yourself in ten years (because you make sense of those influential learning experiences to your development and get a better understanding of yourself)



STATION 1: GETTING READY FOR WRITING

Research! Research! Research!

1. Review everything you have done in *Finding Your Colours of Life* and *Career Mapping*; visit your track records in academic and non-academic aspects, including collection of reports, certificates, portfolios, and even journals or articles you wrote for some memorable events/critical incidences (e.g., an article you wrote for the school magazine or your experience in an inter-school competition). Arrange them in chronological order.
2. Does your record show your achievement, improvement or growth in specific areas? If so, select those materials and evidence that carry this weight of influence. It is the basic technique of isolating and focusing.
3. Your self-account is your chance to shine. Share accomplishments, valuable experiences, and what you have learnt from difficulties or setbacks.
4. Research the institutions → Ground yourself in reality rather than abstraction: Research the institutions, the programs, or the particular field of study you are applying to or are interested in. Talk to people you know who attended that institution and its graduates. Take full advantage of the school's alumni program to build network with graduates. The more you know about the institution, its programs, and its faculty members, the better you will be able to structure your essay and show that you are truly interested in the school. Additionally, this extra research effort pays off by notifying the reader that you have taken more time to learn more about the school than other applicants. Extra research leaves the reader with a favourable impression of your diligence, dedication and interest in their institution.

The following worksheet may help you with the research process, in case, you do not have a Career Mapping with you.

A simplified version of guiding students to write the self-account, based on career development activities conducted throughout the three senior secondary school years, is also available in Career Mapping:





Worksheet 1: Brainstorming Exercise on Self-Account / Personal Statement

<p>1. My background:</p> <ul style="list-style-type: none"> ● Any unusual hardships? ● Do they have any impact on my personal growth? 	
<p>2. My qualities:</p> <ul style="list-style-type: none"> ● Any evidence drawn from events in the past or at the present time? 	
<p>3. Interest in a particular field:</p> <ul style="list-style-type: none"> ● When did the spark happen? ● Any experiences that have fuelled this interest? (e.g. voluntary work / academic studies / extracurricular activities) 	
<p>4. Requirements to enter the field:</p> <ul style="list-style-type: none"> ● Have my qualities or experiences paved the way for me? 	
<p>5. My career goals:</p> <ul style="list-style-type: none"> ● What are they? ● What do I want to do with my degree? 	
<p>6. My personal characteristics:</p> <ul style="list-style-type: none"> ● How can they bring me prospects of success in the future world of work? 	



Knowing the Rule of the Game

For applications that require applicants to write an essay in response to one or more questions, like the case in studying in the US, you need to be careful. Some question formats pose one general question and several more specific questions. Don't let your answer to the general question be a mere repetition of the specific queries. Pay close attention to the precise question(s) asked and avoid being repetitive.

Avoid redundancy among the differing parts of your application. Don't just recite your academic performance and/or courses taken in your personal statement. These will probably be given adequate consideration elsewhere in the application.

Many admission officers comment that many students cannot reveal their understanding of the discipline or program they apply for. Having a thorough research of choices you selected, and demonstrating an understanding of the differences between similar programs offered by different universities, may help you stand out from the mass.

Comparison of a good and poor writing (personal statements, admission essays) for transition:

Good	Poor
<ul style="list-style-type: none"> ● Demonstrate originality and honesty ● Demonstrate enthusiasm ● Reflective account of one's unique experiences ● Precise and concise content with well-chosen theme and focus; logically presented ● Illustrate your potential or skills that make you successful in the tertiary education ● Demonstration of substantial evidence – the WHY of your claims 	<ul style="list-style-type: none"> ● Copycat of old essays and standard templates ● Restate information that can be found elsewhere ● Unclear, disorganized and boring ● Lists of claims of one's ability, skills and achievements without evidence

Examples of "good" and "bad" ways of presenting one's experiences:

DO NOT WRITE	INSTEAD WRITE
I am captain of the basketball team	Being the captain of the basketball team means that ...
I enjoy studying mathematics	Having enjoyed studying mathematics...
I am studying electives in HKDSE including...	My HKDSE electives have been relevant to...
I enjoy voluntary work	Engaging in voluntary work is important to me because...
I have taken part in ...	Taking part in "X" has enabled me...
I have gained a number of skills	The opportunity to ... has helped to further my... skills



STATION 2: CLEAR GOALS AND STAY REFLECTIVE

Keep your goals in mind

Telling your personal story, like any storytelling, can take many forms. A successful personal statement is a narrow form of introduction which narrowly focuses on the question posed by the application form by answering two central questions--"Who am I?" and "What Can I offer?" The successful personal statement never strays from these twin objectives--introducing yourself and describing your potential as a successful candidate. Hence, *it is important to isolate key accomplishments, turning points, and events in one's life which shed light on these central themes. Analyze your resume, personal history and memory to isolate certain key "defining moments" in your life.*

Understanding and Learning more about Yourself

A good personal statement reveals your personal growth and self understanding. Thus the key preparation is NOT about how to write but what you know about yourself. A successful self-account always sticks to twin objectives - introducing yourself and describing your potential as a secondary education graduate. You can isolate key accomplishments, turning points, and events in your life which shed light on these central themes. Some of the items you may choose to highlight for illustration of your potential, targets or career aspirations include:

- Hobbies
- Projects you have completed
- Particular jobs and responsibilities
- Accomplishments -- both professional and scholastic
- Major life events that you believe have changed you
- Challenges and personal hurdles you have overcome
- Life events which motivate you to apply for this particular course of education.
- Individuals who influenced, prepared, or motivated you to pursue a particular profession or school
- Particular traits, work habits, attitudes or sensibilities that you have developed which will insure your success in school or in a profession.
- Your goals
- If you are applying for overseas study, why do you want to study in that country?

Choosing a Theme

There is no definite rule for what to include in your self-account or application essay. However, it is a good and sometimes the sole opportunity to introduce yourself to an admission officer or a potential employer. You are expected to reveal the following:

- Your interest, strength, skills, achievement and insights
- Your readiness for the challenges after secondary education
- Your self-awareness and attitude towards study and the community
- Your goals and expectations towards tertiary education and even your future career
- Your academic strength and potential
- Your creativity
- Your passion

Just as stories could be told in various forms, ranging from a novel to a short story to parables and allegories, one's personal story can fit into many types of presentations. Nevertheless, certain



formats predominate over others because these formats are more commonly used. Below are just two popular organizing and thematic formats.

Overcoming Adversity

This format helps you tell the reader your patience, and diligence in dealing with unpleasant and challenging life-transforming events or characters. Be descriptive and use evidence to back up your ideas/views. Yet it is not appropriate to place blame or make excuses. Stay positive and no victimization. BEWARE: many students think that to make the self-account “PERSONAL” means it must be something heavy, emotional and inspiring, so frequently they mention death or diseases from close proximity. Nevertheless, this kind of experiences about “life and death” should be authentic exception but not the RULE. Whether a student is “better” can also be revealed through her daily persistence and commitment, irrespective of the tragedy in life.

Personal Growth

Over the years in school, do you find yourself getting more matured, developing goals, getting achievements and showing improvements? The evolving self, backed up by an honest attitude, work best to tell people your CHANGE and GROWTH as a young adult. Try to give a clear, concise and adequately developed description of key events or activities from which you derived personal growth and wisdom.

What if I don’t know what to say?

Keeping a JOURNAL can be really helpful in tracking your private thoughts about your learning, experiences in various activities, and your views about yourself, other people, and the community. Keep writing for over half a year may help you develop a sensitivity and capability in writing.

If you already have the habit of **writing journals** (or blog writing that goes beyond record of your emotions and photos of you and your friends), you may go through your thoughts developed over a relatively long period of time. Do your writings reveal your passion for a certain subject? Do your writings record how you overcame incidences of challenges and adversity? Do your writings record your feelings when you lost or won a game or competition? Do your writings mention people or events that cast a great impact on you? All these can be themes of your personal statement or essay.



Worksheet 2: Writing a Good Personal Statement Takes Time

The journal writing prompts below may help your students generate ideas for their personal statement. Consider giving your students one prompt a week so that they have enough time to think about it and write down their ideas.

- **Write a letter to someone who has had a significant influence on you.** Use as many details and anecdotes as possible to *show*, rather than *tell*, why they are so important.
- **Choose a current event, and discuss its importance.** Be as personal as possible. How has the event changed your thinking? How does it make you feel? How has it impacted your daily life or future plans?
- **Describe a risk you took, and what you gained or lost by taking it.** Did you learn something about yourself or the world? Are you a different person because you took the risk? Was it worth it?
- **Choose a creative work that is of particular importance to you.** How has it influenced you? Describe it in great detail and remember to keep it personal.
- **Describe a travel experience that affected you somehow.** Recount the experience as specifically as possible, using all five senses to detail it.
- **Describe a ritual you perform often that has meaning to you.** It's ok to think small. Do you meditate while setting the table? Do you listen to a certain kind of music while studying or reading? Do you cook something for yourself when you're stressed out? Don't worry if the ritual is quirky or that it may not seem important to someone *else*.



STATION 3: ENGAGING IN WRITING

Writing with Your Voice

A personal statement or self-account is your NARRATIVE, simply, YOUR STORY.

Once you've gathered your information and selected a structure for your essay, you are now ready to write your statement. A key element of the writing process is choosing a particular point of view from which to present your information. Of course, your choice of perspective depends on the particular style you have developed over the years. The following is an analysis of the advantages and disadvantages of applying a particular writing voice to personal statement drafting:

Third Party Narrator. In terms of personal statement drafting, this approach is creative, different, and, if done correctly, very effective. A third party's viewpoint is particularly effective in telling stories of personal growth and evolution. This narrative voice often employs the perspective of a teacher, parent or a friend telling your personal story

First Person. This is the most basic and common voice. This employs the use of the word "I." This approach is great for most formats. Professional and graduate school applicants most often use this approach because it is the most direct. The greatest danger this approach presents, is boring the reader if you do not vary your sentence structure. Avoid placing subjects in front of predicates consistently throughout the essay; reverse their order. Pay attention to sentence length and word choice to vary the look and feel of the essay.

Second Person. Uses the word "You." This is a rarely used voice but crucial for building empathy between the reader and the applicant. It is often used in a storytelling format. The problem with this approach is that it may be too personal for the reader.

Some issues about YOUR VOICE:

For young adults who are preparing for transition from secondary to tertiary education, it is absolutely OK to tell the reader in SLP and JUPAS application essay what your career goals are. However, sometimes the claims are made in a too general or take-it-for granted way that it is difficult to impress readers and admission officers. The following are some examples:

"Since I was six, I want to be a doctor"

"After my mother died, I alert that I should be a doctor"

"My dream is to help people"

"I am a Christian, so I want to use what I learn in university to preach the Gospel."

"I may not be able to get good public exam results, but..."

A piece of useful advice from experienced counselors is: *Speak from your own experiences but not just making a statement of your dream and desire.* If you really want to help people as a physician, that's a good will. But it doesn't suffice if you cannot provide evidence, including your consistent learning attitude and grade, or learning experiences that you made an effort to contribute to your community.

Besides, the reader may not have the same religion as you. Probably they'll respect your religious belief, but attributing every choice you make to and explaining all your experiences from a religious perspective can be problematic.

Writing Skills and Organization

The skills of writing not only add colours to your self-account, but the quality of the output also illustrates your attitude, abilities and skills:



Command of language
 Organization skills
 Creativity and ability to present your thoughts and ideas
 Proofreading and revision skills
 Attitude in working out something serious and important to your future

In general, some tips on writing are as follows:

Your introductory paragraph may be the most crucial part of your entire essay. Keep it short, precise but attractive.

The main body should consist of events, experiences and activities you have selected for illustration of your experiences and targets, as well as developments over the years.

ALWAYS provide evidence; it is more convincing to write “taking the lead of a 50-member voluntary team, we learnt through...” to show your leadership than just mentioning “I am a good leader.”

Be specific and detailed. Each and every paragraph should have a separate theme, and developed within and throughout the paragraph.

A conclusion should not be a repetition of your introduction; be clear, straight-forward, and end with a bang!

1. A Good Introduction that Catches People’s Attention

Your introductory paragraph may be the most crucial portion of your entire essay. This is your opportunity to grab the attention of the reader and encourage them to read your essay intently. Take your time and think through possible alternative approaches for presenting your information. Instead of saying, “This is my personal story....,” try, “[Written from the perspective of Joe’s S.4 science teacher] I first met Joe when he was a shy, young gentleman sitting at the back of my Science class. He was always curious about plants and microorganisms, often asking me ...”

Some effective approaches include openings as a question, a quote that you like, a dialogue, a startling statement:

Though it is not necessary to give an introduction that is exaggerating, the following boring openings or statements should be avoided:

“This personal statement will show what I learn through various activities I’ve participated in during my secondary school life.”

“I will write about when I started playing the piano and how it has shaped who I am today.”

“Technology is the basis of the world’s development.”

“Throughout the past 100 years, medical innovations have changed our lives.”

2. The Main Body that Tells Your Story

The main paragraphs should consist of events, experiences and activities you have already organized in chronological order or in order of importance. You should NOT list all activities or achievements, especially when they are already listed on the OLE records or the OEA form (or application forms for overseas study). Choose those events and incidences that (1) help you and



others understand who you are; (2) through which you develop your talents or potential; (3) have a long-lasting impact on your mission, goals and personality.

One good strategy for initial writers is to use TOPIC SENTENCES. Try to give each of your paragraphs, which already have a definite focus or opinion, a topic sentence that becomes the backbone of the paragraph. Good topic sentences help to communicate ideas directly, catch readers' attention, and may help to build connectedness of different paragraphs around a holistic theme of your statement. Nevertheless, it is NOT necessary to have all topic sentences placed at the beginning of each paragraph.

3. A Neat Finishing Touch: The Conclusion

Concluding paragraphs may not be needed if the last paragraph of your body is striking enough. However, if you decide to write a conclusion, make sure you do not merely restate your introduction. A conclusion may:

- Provide a dramatic point
- Round up insights and impact of various experiences you have
- Connect you to the programs or disciplines you aspire for
- Give the reader a positive impression of you

Rather than claiming, "I have worked hard in school as a tutor, and I believe that I will be successful at your school," try, "my academic results, experiences, and incomparable traits make me the outgoing, accomplished and promising candidate that your school is looking for." Be clear, straight forward, and end with a bang!

(You may refer to the 30+ examples collected by HKACMGM, based on authentic writings, in Chapter 5. Many of them have got comments from admission officers from local or overseas tertiary institutions, and you can aware that how individual officers may rate the same piece of essay so differently – that's reality, because reading is a subjective experience. So, don't try to make guesses on what the admission officers like, the best strategy is to write with your heart, about your honest but thorough understanding of yourself and the world around you.)



Sample Personal Essay Deconstructed

<p>When I first decided to attend my high school in tenth grade, I thought I had made the perfect choice. This school would offer me one of the best academic experiences possible, and by taking advantage of the sports and other extracurricular experiences, I would become a well-rounded student. I was aware that entering as a new student, I would have to make new friends, get accustomed to different workloads, and get a general feel for the school. However, the one thing I didn't foresee were the problems that come with having a two-hour commute to and from school.</p> <p>When I first considered my commute to school, I thought that two hours merely seemed a long period of time and that it wouldn't be of any consequence. However, after serious contemplation, I realized that over the course of a week I would spend a total of 24 hours traveling to and from school. Needless to say, I began to feel a bit apprehensive about my daily commute. After my first two weeks of traveling to school, I was exhausted. I was going to sleep after midnight due to homework and would then have to wake up at 5:30 to get to school on time. I would get on the train, where I could neither find a place to sit and rest nor anywhere quiet enough to do my work. Because I had to transfer four times, I was constantly stopping whatever I was doing to change trains. I no longer thought that it would be feasible to play a sport or to be involved in any other after-school activities. Though at first my situation seemed hopeless, over time things began to improve.</p> <p>As the months went by, I learned that my cursed commute was actually a blessing in disguise. Once I had learned to tune out the noise and chatter around me, I found myself with a four-hour block of time every day. I had always liked to read for enjoyment, and soon discovered that by using my train time for reading, it was quite possible for me to finish an entire book within a day or two. I was able to borrow four library books on Monday and return them all by Friday. I quickly realized that not only could I read for pleasure, but I could also finish my reading homework. I learned how to study on the train, which proved an invaluable skill. Instead of staying up until midnight studying, I could go to bed at ten and finish studying on the train the next morning, refreshed and rested. After I figured out how to write neatly on the train, I could do all my assignments on the train except those that had to be typed. When I learned how to sleep on the train either sitting down or standing up, my routine became complete. I was now able to function fully on the train, able to study, read, sleep, or complete homework.</p> <p>Since I entered my high school, I have learned how to do more than just deal with my train ride. I have learned how to use my time to my advantage. By using my train ride effectively, I am able to take on more work and participate in more activities than I would have if I had lived a half hour away. Given the chance, I wouldn't change anything.</p>	<p>Introduction paragraph begins with a hook and sets the scene for the story to unfold. The last sentence serves as the thesis statement. Depth of information is from general to specific.</p> <p>The first sentence serves as the topic sentence of this body paragraph. Note that story-telling usually follows a chronological order but that only the most important parts of the story are told. Note also the descriptive details provided.</p> <p>This body paragraph begins with another topic sentence. This sentence is followed with examples of "blessing in disguise." Note the variation in sentence structure. Again, note the specific details.</p> <p>The writer reflects on the lesson he learned about time management, but does not overtly say it.</p>
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From <http://www.edb.com/reference/article/college-essay-point-across-example/>

**STATION 4: LAST BUT NOT THE LEAST – READ, REWRITE AND REVIEW****Read and Read Aloud**

Students may spend a lot of effort in writing but frequently overlook the need to review and revise. Analyze your essay line by line and make sure that the general theme is followed through. Some other tips include:

- Eliminate redundancy
- Look for consistency
- Provide evidences rather than a mere conclusive remark like “I am hardworking”
- Proofread carefully
- Invite comments and even criticism from your supporting partner

Do not hesitate to analyze your essay line by line. Question whether each line fits and connects with others. Ask whether it is concise, effective, and illuminates the general theme or supports an assertion. Are there any missing parts which would aid your thesis?

Find any claims or assertions that are unsupported by facts, events, or other descriptive material. Compare "I am an enterprising individual" with "While going to college and taking a full engineering course load, a couple of friends and I decided to form our own software company ..." If these gaps exist, use facts to link your particular experiences with the message you are sending. Every line should make logical sense, and every fact must support your thesis.

Proofreading and Help from Your Supporting Partners

The final step of your writing process should be to have two or more people read your essay. The person should be someone very familiar with your personal background – your peer, your teacher, and your career counsellor (some advisors claim that “teacher” is the best person). Ask him or her to read, comment and advise on your essay, including the selection of themes, writing skills and styles, grammatical mistakes and typos, and even facts and evidence that need further clarification. Do not mind if they are willing to write on your script, but better ask them NOT to use a red ball pen – it’s not about “MARKING” for right or wrong answers, but a journey of development with a critical friend.

STATION 5: MULTIPLE OUTPUTS**From Self-Account for SLP to a 300-word Additional Information in JUPAS application**

The best way resolve this problem is to write the longer piece first, and then CUT. The simple treatment is to convert the introduction and the conclusion from one paragraph to one sentence respectively.



Case Studies: Construction of the Personal Statement and Recommendation

Case 1: Harold Leung

Career Profile of Harold

Background Information

Name: Harold Leung

Date: March 2011

Name of School:

Education History

HKDSE Subject	School Grade	Target HKDSE Grade	Final HKDSE Grade
Chinese Language	C	5	
English Language	B	5	
Mathematics	B	5*	
Liberal Studies	B	5*	
Chemistry	B	5*	
Physics	B	5*	
Biology	A	5*	

My Key Learning Styles and Strategies

Problem solving, e.g., programming
Self-directed learning through web-surfing
Teaching the juniors

My Holland Code:

IRE

Results of other interest/aptitude/career assessments: (if any)

nil

Three most interested activities (academic or non-academic):

Robotics
Programming

Three most interested occupations related to my Holland Code:

Engineer (?)
Doctor
Programmer

Three most interested further study/training programmes related to my Holland Code:

Engineering (exact program not yet confirmed)
Medical Studies (not an exact match with the Code)

My career values (e.g. meaningful, highly rewarding):

Challenging and allow innovative practices
Security and financial return
Contribution to the society and helping other people

My goals on personal development:

Stepping up effort to get more outstanding results



SLP of Harold

校內學科成績 Academic Performance in School						學生列印版 Printed by student	
科目 Subject	滿分 Full mark	2009-2010 中四 Form 4 校內表現 Mark /Performance in School	滿分 Full mark	2010-2011 中五 Form 5 校內表現 Mark /Performanc e in School	滿分 Full mark	2011-2012 中六 Form 6 校內表現 Mark /Performance in School	主要作品名 稱 Name of Key Projects
中國語文 Chinese Language	100	59	100	58	100		
英國語文 English Language	100	63	100	72	100		
數學 Mathematics	100	79	100	84	100		
通識教育 Liberal Studies	100	56	100	63	100		
化學 Chemistry	100	80	100	74	100		
物理 Physics	100	81	100	76	100		
生物 Biology	100	77	100	72	100		

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Other Learning Experiences

Information about Other Learning Experiences must be validated by school. Other Learning Experiences can be achieved through programmes organised by the school or co-organised by the school with outside organisations. They may include learning experiences implemented during time-tabled and/or non-time-tabled learning time. Apart from core and elective subjects, Other Learning Experiences that the student participates in during his/her senior secondary education include Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences.

Programmes (with description)*	School Year	Role of Participation	Partner Organisations (if any)	Major Components of Other Learning Experiences	Awards / Certifications / Achievements** (if any)
Class Association (I.T. Prefect)	2008-2009	I.T. Prefect	--	Community Services	--
Responsible for managing IT facilities and assisting teachers in use of them in class.					
School Orchestra	2008-2009	Member	--	Aesthetic Development	--
One of the violin-players in the 40-member orchestra					
Class Association (I.T. Prefect)	2009-2010	I.T. Prefect	--	Community Services	--
Responsible for managing IT facilities and assisting					



Programmes (with description)*	School Year	Role of Participation	Partner Organisations (if any)	Major Components of Other Learning Experiences	Awards / Certifications / Achievements** (if any)
teachers in use of them in class.					

Apart from explaining what the activity is about, the description also shows briefly what kinds of knowledge, generic skills, values and attitudes would be developed through the experience.

Evidence of awards/ certifications/ achievements listed is available for submission when required

Remarks: The above list, which does not mean to be exhaustive, merely illustrates the 'key' learning experiences acquired by the student throughout the senior secondary years.

Programmes (with description)*	School Year	Role of Participation	Organisation	Major Components of Other Learning Experiences	Awards / Certifications / Achievements** (if any)
Hong Kong First Lego League Nano Quest Robotic Tournament	2007-2008	Participant	The Hong Kong Federation of Youth Groups	Career-related Experiences (Intellectual Development)	Grand Champion Team
Territory-wide competition with robotics challenge game and project research as well as presentation on assigned topic.					
International FIRST LEGO League Nano Quest World Festival	2007-2008	Participant	For Inspiration and Recognition of Science and Technology (FIRST)	Career-related Experiences (Intellectual Development)	Representative of HK
International competition with robotics challenge game and project research as well as presentation on assigned topic.					
FIRST LEGO League Open Asian Championship in Tokyo Japan	2008-2009	Participant	For Inspiration and Recognition of Science and Technology (FIRST)	Career-related Experiences (Intellectual Development)	Representative of HK
International competition with robotics challenge game and project research as well as presentation on assigned topic.					
FIRST LEGO League 亞太錦標賽華東直選賽暨華南邀請賽	2008-2009	Participant	創智天地	Career-related Experiences (Intellectual Development)	Representative of HK
International competition with robotics challenge game and project research as well as presentation on assigned topic.					
World Robot Olympiad 2008 Open Category	2008-2009	Participant	西覓亞有限公司	Career-related Experiences (Intellectual Development)	2 nd Runner-up
Territory-wide competition on robotics					



Programmes (with description)*	School Year	Role of Participation	Organisation	Major Components of Other Learning Experiences	Awards / Certifications / Achievements** (if any)
challenge and programming					
Hong Kong First Lego League Nano Quest Robotic Tournament	2009-2010	Participant	The Hong Kong Federation of Youth Groups	Career-related Experiences (Intellectual Development)	Grand Champion Team
Territory-wide competition with robotics challenge game and project research as well as presentation on assigned topic.					
World Robot Olympiad, Hong Kong Regional Competition	2009-2010	Participant	西覓亞有限公司	Career-related Experiences (Intellectual Development)	The Most Creative Award of the Open Category
Territory-wide competition on robotics challenge and programming					
Secondary Rescue Competition at RoboCupJunior Hong Kong Open Competition	2009-2010	Captain	香港青少年機械人世界盃委員會	Career-related Experiences (Intellectual Development)	Champion
Territory-wide competition on robotics challenge and programming					



Writing Exercise:

Case 1/Exercise 1: Harold's Self-Account in SLP (600-1000 words)



Case 1/Exercise 2: Harold's Additional Information for JUPAS application (around 300 words)



Case 1/Exercise 3: Teacher's Reference for Harold 's Application to Study Overseas

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Case 2: Chan Siu Lai

Career Profile of Chan Siu Lai

Background Information

Name: Chan Siu Lai

Date: 01-03-2012

Name of School: Bright Future Secondary School

Education History

HKDSE Subject	School Grade	Target HKDSE Grade	Final HKDSE Grade
Chinese Language	4	5	
English Language	3	3	
Mathematics (Compulsory Part)	3	3	
Liberal Studies	4	4	
Visual Arts	4	5*	
Economics	3	3	
BAFS	3	3	

My Key Learning Styles and Strategies

- Prepare and revise before and after lessons

My Holland Code:

AES

Three most interested activities (academic or non-academic):

Art and design work

Social service

Choir

Results of other interest/aptitude/career assessments: (if any)

Three most interested further study/training programmes related to my Holland Code:

Design, PolyU

Art, CUHK/HKBU/LU

Creative Media, CityU

Three most interested occupations related to my Holland Code:

Designer

Art Director

Advertisement Director

My career values (e.g. meaningful, highly rewarding):

Meaningful / helping the deprived ones in society

My goals on personal development:

I wish to make use of my artistic talents and other strengths to contribute to the well-being of the society.



SLP of Chan Siu Lai

校內學科成績 Academic Performance in School							學生列印版 Printed by student
科目 Subject	滿分 Full mark	2009-2010 中四 Form 4 校內表現 Mark /Performance in School	滿分 Full mark	2010-2011 中五 Form 5 校內表現 Mark /Performance in School	滿分 Full mark	2011-2012 中六 Form 6 校內表現 Mark /Performance in School	主要作品名稱 Name of Key Projects
中國語文 Chinese Language	100	60	100	70	100	72	
英國語文 English Language	100	(45)	100	59	100	55	
數學 Mathematics	100	53	100	59	100	56	
通識教育 Liberal Studies	100	60	100	70	100	72	
視覺藝術 Visual Arts	100	75	100	83	100	89	
經濟 Economics	100	55	100	(45)	100	57	
企業、會計與財務 概論 BAFS	100	(42)	100	(41)	100	50	

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其他學習經歷 Other Learning Experiences						學生列印版 Printed by student
Programmes (with Description)*	School Year	Role of Participation	Partner Organisations (if any)	Major Components of Other Learning Experiences	Awards / Certifications / Achievements** (if any)	
Craft Club	2006-2010	Member	---	Aesthetic	---	
Community Chest Group	2006-2008	Member	---	Community Service		
School Choir	2007-2011	Member	---	Aesthetic Development		
Social Service Group	2008-2011	Member	---	Community Service		

校內頒發的主要獎項及成就 List of Awards and Major Achievements Issued by the School			學生列印版 Printed by student
年份 Year	獎項及成就 Awards and Achievements	備註 Remarks	
2010-2011	Merit in Handbook Cover Competition (S.5)		



Writing Exercise:

Case 2/Exercise 1: Chan Siu Lai's Self-Account in SLP (600-1000 words)



Case 2/Exercise 2: Chan Siu Lai's Additional Information for JUPAS application (around 300 words)



Case 2/Exercise 3: Teacher's Reference for Chan Siu Lai's Application to Study Overseas

A large, empty rectangular box with a double black border, intended for writing the teacher's reference for Chan Siu Lai's application to study overseas.



Case 3: BoBo's Case

Background Information

Name: Bobo Lau

 Date: 3rd March 2011

Education History

HKDSE Subject	School Grade	Target HKDSE Grade	Final HKDSE Grade
Maths	180/300	4	
English	134/300	3	
LS	153/300	3	
Chinese	199/300	4	
BAFS	144/200	4	
Economics	96/200	2	
M1			

My Key Learning Styles and Strategies

Interactive and Kinesthetic

My Holland Code:

SA

Three most interested activities (academic or non-academic):

 Playing the guitar
 Playing musical instrument and singing in band
 Taekwondo

Results of other interest/aptitude/career assessments: (if any)

Artistic and Social as well

Three most interested further study/training programmes related to my Holland Code:

 Social worker
 Visual art
 Design

Three most interested occupations related to my Holland Code:

 Social worker
 Teacher
 Designer

My career values (e.g. meaningful, highly rewarding):

 Helping people who are in need
 Job satisfaction
 Understanding and working with different type of people
 Do a job dealing with and communicating with people

My goals on personal development:

 Being a well-organized person
 Being responsible
 Obtain leadership ability

Career Planner

My further study/training goals

 Primary goal:
 Become a university student
 Secondary goal:
 Grade 8 in Guitar
 Contingency plan:
 HD/AD to Degree

My career goals

 Primary goal:
 Social Worker
 Secondary goal:
 Teacher
 Contingency plan:
 HD in social work to Degree

My interests, skills and knowledge supporting my goals:

 Good communication skill
 Understand the poor's' needs
 Deep interest in music

Additional skills and knowledge I need to support my goals:

 Get more exposure & participate in more competitions and performance
 Participate in different social service



Action plans for actualization of my further study/training goals:
Study hard
Stress on language subjects

Action plans for actualization of my career goals:
Take part in more social services
To explore more musical instrument that I am interested in.

SLP of Bobo

校內學科成績 Academic Performance in School							學生列印版 Printed by student
科目 Subject	滿分 Full mark	2009-2010 中四 Form 4		2010-2011 中五 Form 5		2011-2012 中六 Form 6	
		校內表現 Mark /Performance in School	滿分 Full mark	校內表現 Mark /Performance in School	滿分 Full mark	校內表現 Mark /Performance in School	主要作品 名稱 Name of Key Projects
中國語文 Chinese Language	300	182	300	180			
英國語文 English Language	300	(141)	300	(134)			
數學 Mathematics	300	193	300	199			
通識教育 Liberal Studies	300	176	300	153			
?? Economics	200	123	200	(96)			
?? .? ? ? ? ? ? ?	200	147	200	144			
BAFS							

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其他學習經歷 Other Learning Experiences

學生列印版

Printed by student

活動項目(及簡介) (Programmes (with description))	學年 (School Year)	參與角色 (Role of Participation)	合辦機構 (如有) (Partner Organizations (if any))	其他學習經歷 範疇 (Components of OLE)	獎項 / 證書文憑 / 成就* (如有) (Awards / Certifications / Achievements* (if any))
Grade 6 guitar	2010		Associated Board of the Royal School of Music	藝術發展	
初中宗教周音樂佈道會	2010	歌手及吉他手	學校宗教組	藝術發展	--
2011 年學界音樂比賽	2010	參與者	港專	藝術發展	--
2011 年學界音樂比賽	2010	參與者	港專	智育發展, 藝術發展	--



活動項目(及簡介) (Programmes (with description))	學年 (School Year)	參與角色 (Role of Participation)	合辦機構 (如有) (Partner Organizations (if any))	其他學習經歷 範疇 (Components of OLE)	獎項 / 證書文憑 / 成就* (如有) (Awards / Certifications / Achievements* (if any))
小童群益會 band show	2010	表演者	小童群益會	藝術發展	--
社際音樂比賽	2010	參與者	學校	藝術發展	亞軍
參觀工展會	2010	參與者	學校	智育發展	--
嶺南之風	2010	參與者	學校	德育及公民教育	--
飛躍領域	2010	表演者	小童群益會	藝術發展	--
可觀自然教育中心	2010	參與者	學校	德育及公民教育	--
陸運會	2010	社際女子接力	學校	體育發展	季軍
陸運會	2010	女子鐵餅	學校	體育發展	季軍
Grade 5 Music Theory	2009		Associated Board of the Royal School of Music	藝術發展	
英文週.Mini concert	2009	參與者	學校	藝術發展	--
英文周午間音樂會	2009	表演者	學校英文科	藝術發展	--
陸運會 (女子乙組鐵餅)	2009	參與者	學校	智育發展	亞軍
明愛美容	2009	參與者	明愛	藝術發展	--
微分體驗日	2009	參與者	學校	智育發展	--
心肺復甦齊齊操-世界紀錄齊創造	2009	義工	葵青安全社區及健康城市協會, 生命火花院前輔助醫療學會, 香港聖約翰救護機構, 瑪嘉烈醫院	智育發展	--
心肺復甦齊齊操-世界紀錄齊創造	2009	參與者	葵青安全社區及健康城市協會, 生命火花院前輔助醫療學會, 香港聖約翰救護機構, 瑪嘉烈醫院	智育發展	--
2009 小童群益會 good show	2009	表演者	小童群益會	藝術發展	--
社際音樂比賽	2009	參與者	學校	藝術發展	季軍
跆拳道	2009	參與者	學校	體育發展	--
參觀中環交易廣場	2009	參與者	中環交易所	與工作有關經驗	--
觀賞香港 2009 東亞運動會乒乓球比賽	2009	參與者	伊利沙伯體育館	體育發展	--
急救課程	2009	參與者	香港小童群益會	智育發展	--



活動項目(及簡介) (Programmes (with description))	學年 (School Year)	參與角色 (Role of Participation)	合辦機構 (如有) (Partner Organizations (if any))	其他學習經歷 範疇 (Components of OLE)	獎項 / 證書文憑 / 成就* (如有) (Awards / Certifications / Achievements* (if any))
英詩集誦	2009	參與者	校際朗誦節	智育發展	--
南蓮園池	2009	參與者	學校	智育發展	--
義工服務	2009	義工	香港小童群益會	社會服務	--
國際成就計劃香港部	2009	成員	國際成就計劃香港部	智育發展	證書
國民教育中心	2009	成員	課程發展處 德育及公民教育組	德育及公民教育	護照
排球隊	2009	隊員	福音排球隊	體育發展	--



Writing Exercise:

Case 3/Exercise 1: BoBo's Self-Account in SLP (600-1000 words)



Case 3/Exercise 2: BoBo's Additional Information for JUPAS application (around 300 words)



Case 3/Exercise 3: Teacher's Reference for BoBo 's Application to Study Overseas

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References

Books:

- Braswell, L (Ed.) (2010). College Essays that Made a Difference (4th ed.). N. Y.: The Princeton Review, Inc.
- Rankin, E. & Murphy, B. (2005). McGraw-Hill's Writing on Outstanding College Application Essay. US: McGraw-Hill.
- Dowhan, A., Dowhan, C., & Daniel. K. (2009). Essays that will get you into College (3rd ed.). N.Y.: Barrons.
- O'Leary, J. Kennedy, P., & Horseman, N. (2010). The Times Good University Guide 2010. London: The Times Newspaper Limited.

On-line Resources:

From www.about.com:

Good Letters of Recommendation:

<http://businessmajors.about.com/od/recommendationletter1/a/GoodRecLetters.htm>

Recommendation Letters - Sample Recommendation Letter - Undergrad Student:

<http://businessmajors.about.com/od/samplerrecommendations/a/RecSample9.htm>

From www.education.com:

College Admissions:

<http://www.education.com/topic/college-admissions/>

College Essay Examples:

<http://www.education.com/topic/college-essay-examples/#page1/>

General Outline of the Recommendation Letter:

http://www.education.com/Graduate/General_Outline_of_the_Recommendation_Letter.html

From **Purdue University**:

Writing the Personal Statement:

<http://owl.english.purdue.edu/owl/resource/642/01/>

From **UC Berkeley**:

Characteristics of a Good Personal Essay:

<http://students.berkeley.edu/apa/personalstatement/gettingstarted.html>

From www.education.com:

Free Sample Personal Essays:

<http://www.education.com/personalstatement/sample.htm>

Sample Letter of Recommendation:

<http://www.education.com/reference/teacher.htm>

From www.ucas.ac.uk :

Useful Tips on writing personal statements:

<http://www.ucas.ac.uk/students/applying/howtoapply/personalstatement/>

For referees on writing references:

<http://www.ucas.ac.uk/advisers/online/references>