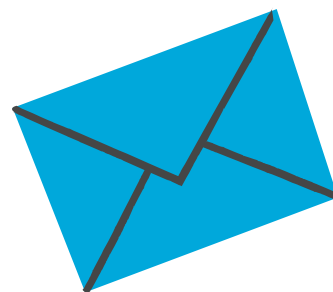




Career and Life Development Record Book



Foreword



Welcome to the CLAP@JC Career and Life Development Record Book!

This record book supports social workers in guiding young people to record and reflect on their experiences in learning, leisure, or career and life exploration. By keeping track of and consolidating these valuable experiences, young people can gain a deeper understanding of their own Values, Attitudes, Skills, and Knowledge (V.A.S.K), and gradually build their personal Career and Life Development (CLD).



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The Career Exploration Journey Starts Here!

My CLD journey

♥ Current Academic Interests and Learning Preferences

Name: _____
Date: _____

Favourite subject

Why you enjoy it

Least favourite subject

Why you don't enjoy it

Best-performing subject

Why you do well

Least-performing subject

Why you struggle



Are there any goals you've set for your future CLD at this stage?
If so, what are they?



Engagement

Explore Your Interests Freely

(Feel free to suggest or adjust serious leisure activities and workplace learning experiences)

- | | |
|--|--|
| <input type="checkbox"/> Cajón | <input type="checkbox"/> Floral Workshop |
| <input type="checkbox"/> Guitar | <input type="checkbox"/> Pop song singing technique training |
| <input type="checkbox"/> Pet grooming | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Esports production | <input type="checkbox"/> Jazz dance |
| <input type="checkbox"/> Kendama | <input type="checkbox"/> Hip hop dance |
| <input type="checkbox"/> Sport climbing | <input type="checkbox"/> Guide dog training |
| <input type="checkbox"/> Indoor skateboarding | <input type="checkbox"/> Medical care |
| <input type="checkbox"/> Esports racing | <input type="checkbox"/> Beauty and makeup |
| <input type="checkbox"/> Woodworking | <input type="checkbox"/> Music production |
| <input type="checkbox"/> Dessert making | <input type="checkbox"/> Dodgebee |
| <input type="checkbox"/> Coffee brewing | <input type="checkbox"/> Dodgeball |
| <input type="checkbox"/> Non-alcoholic beverage mixing | <input type="checkbox"/> IPSC indoor airsoft shooting |
| <input type="checkbox"/> VR experience | <input type="checkbox"/> Leather crafting |
| <input type="checkbox"/> Yoga | <input type="checkbox"/> Origami |
| <input type="checkbox"/> Western calligraphy | <input type="checkbox"/> Board games |
| <input type="checkbox"/> Zentangle art | <input type="checkbox"/> Local cultural activity guided experience |
| <input type="checkbox"/> Pottery | <input type="checkbox"/> YouTube video shooting and directing experience |
| <input type="checkbox"/> Silver jewellery making | <input type="checkbox"/> Wedding planning |
| <input type="checkbox"/> Other: _____ | |



Explore Your Multiple Interests

Date: _____

1. Today, your “Interest Exploration” activities focus on the area of:

2. During the “Interest Exploration” process, how did you feel?

(Circle the emojis that match your feelings)



3. During the “Interest Exploration” process, which part of the activity did you enjoy the most?

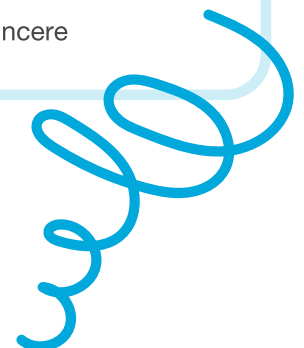
4. During the “Interest Exploration” process, what Values, Attitudes, Skills or Knowledge (V.A.S.K) have you discovered/developed/understood about yourself?

Values (V)

- | | |
|--|--|
| <input type="checkbox"/> A comfortable life | <input type="checkbox"/> A world at peace |
| <input type="checkbox"/> Ability utilization | <input type="checkbox"/> Achievement |
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Belonging |
| <input type="checkbox"/> Concern for others | <input type="checkbox"/> Concern for the environment |
| <input type="checkbox"/> Conformity | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Economic return | <input type="checkbox"/> Equality |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Freedom |
| <input type="checkbox"/> Health | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Humility | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Inner harmony | <input type="checkbox"/> Interdependence |
| <input type="checkbox"/> Kindness | <input type="checkbox"/> Life-style |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Personal development |
| <input type="checkbox"/> Power | <input type="checkbox"/> Prestige |
| <input type="checkbox"/> Privacy | <input type="checkbox"/> Relationships with co-workers |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Risk |
| <input type="checkbox"/> Security | <input type="checkbox"/> Self-control |
| <input type="checkbox"/> Self-respect | <input type="checkbox"/> Social recognition |
| <input type="checkbox"/> Spirituality | <input type="checkbox"/> Stimulation |
| <input type="checkbox"/> Supervisory relationships | <input type="checkbox"/> Tradition |
| <input type="checkbox"/> True friendship | <input type="checkbox"/> Variety of work |
| <input type="checkbox"/> Wisdom | <input type="checkbox"/> Working conditions |

Attitudes (A)

- | | |
|---|---|
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Calm |
| <input type="checkbox"/> Candid | <input type="checkbox"/> Cheerful |
| <input type="checkbox"/> Comforting | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Culturally sensitive |
| <input type="checkbox"/> Decisive | <input type="checkbox"/> Details oriented |
| <input type="checkbox"/> Empathetic | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Focused | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Hardworking | <input type="checkbox"/> Helpful |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Humble |
| <input type="checkbox"/> Independent | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Inquisitive | <input type="checkbox"/> Life-long learning |
| <input type="checkbox"/> Loyal | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Open-minded | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Patient | <input type="checkbox"/> Persistent |
| <input type="checkbox"/> Polite | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Punctual | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Self-confident | <input type="checkbox"/> Sincere |



Skills (S)

- | | |
|--|--|
| <input type="checkbox"/> Active learning skills | <input type="checkbox"/> Active listening skills |
| <input type="checkbox"/> Adaptability skills | <input type="checkbox"/> Administrative/clerical skills |
| <input type="checkbox"/> Analytical/logical thinking skills | <input type="checkbox"/> Coaching/monitoring skills |
| <input type="checkbox"/> Complex problem solving skills | <input type="checkbox"/> Computer skills |
| <input type="checkbox"/> Coordinating skills | <input type="checkbox"/> Counselling/mediation skills |
| <input type="checkbox"/> Creative thinking | <input type="checkbox"/> Critical thinking |
| <input type="checkbox"/> Innovating skills | <input type="checkbox"/> Interpersonal skills |
| <input type="checkbox"/> Judgment and decision making skills | <input type="checkbox"/> Language skills |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Management of financial resources |
| <input type="checkbox"/> Management of material resources | <input type="checkbox"/> Management of personnel resources |
| <input type="checkbox"/> Mechanical skills | <input type="checkbox"/> Numeracy/mathematics |
| <input type="checkbox"/> Oral communication skill | <input type="checkbox"/> Visual perceptual skill |
| <input type="checkbox"/> Performing skills | <input type="checkbox"/> Persuading skills |
| <input type="checkbox"/> Planning/organization skills | <input type="checkbox"/> Practical skills |
| <input type="checkbox"/> Reading comprehension skills | <input type="checkbox"/> Science skills |
| <input type="checkbox"/> Serving skills | <input type="checkbox"/> Social perceptual skills |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Teaching/training skills |
| <input type="checkbox"/> Time management skills | <input type="checkbox"/> Writing skills |

Knowledge (K)

- | | |
|--|---|
| <input type="checkbox"/> Knowledge related to administration and management | <input type="checkbox"/> Knowledge related to biology |
| <input type="checkbox"/> Knowledge related to building and construction | <input type="checkbox"/> Knowledge related to chemistry |
| <input type="checkbox"/> Knowledge related to clerical | <input type="checkbox"/> Knowledge related to communications and media |
| <input type="checkbox"/> Knowledge related to computers and electronics | <input type="checkbox"/> Knowledge related to customer and personal service |
| <input type="checkbox"/> Knowledge related to design | <input type="checkbox"/> Knowledge related to economics and accounting |
| <input type="checkbox"/> Knowledge related to education and training | <input type="checkbox"/> Knowledge related to engineering and technology |
| <input type="checkbox"/> Knowledge related to fine arts | <input type="checkbox"/> Knowledge related to first language |
| <input type="checkbox"/> Knowledge related to food production | <input type="checkbox"/> Knowledge related to foreign language |
| <input type="checkbox"/> Knowledge related to geography | <input type="checkbox"/> Knowledge related to history and archeology |
| <input type="checkbox"/> Knowledge related to law and government | <input type="checkbox"/> Knowledge related to mathematics |
| <input type="checkbox"/> Knowledge related to mechanical | <input type="checkbox"/> Knowledge related to medicine and dentistry |
| <input type="checkbox"/> Knowledge related to personnel and human resources | <input type="checkbox"/> Knowledge related to philosophy and theology |
| <input type="checkbox"/> Knowledge related to physics | <input type="checkbox"/> Knowledge related to production and processing |
| <input type="checkbox"/> Knowledge related to psychology | <input type="checkbox"/> Knowledge related to public safety and security |
| <input type="checkbox"/> Knowledge related to sales and marketing | <input type="checkbox"/> Knowledge related to sociology and anthropology |
| <input type="checkbox"/> Knowledge related to telecommunications | <input type="checkbox"/> Knowledge related to therapy and counselling |
| <input type="checkbox"/> Knowledge related to transportation | <input type="checkbox"/> Knowledge developed from voluntary work in organizational settings (please specify)* |
| <input type="checkbox"/> Knowledge developed from domestic/neighborhood provisioning (please specify)* | <input type="checkbox"/> Knowledge developed from serious leisure (please specify)* |

5. During the “Interest Exploration” process, which moments or words made you reflect most on your CLD direction?

6. On a scale of 1 to 10, how interested are you in exploring this area further after today’s activity?

1 2 3 4 5 6 7 8 9 10

7. How would you like to explore this area further?

(Please feel free to make copies if necessary)



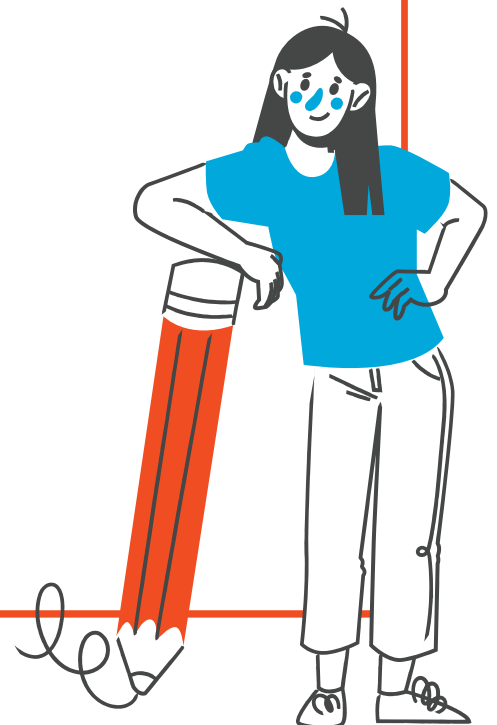
Map Your Self-Understanding

ENOW MAPPING

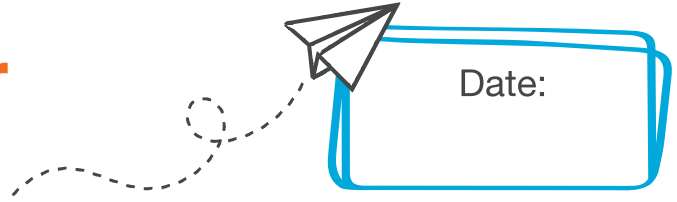
Date: _____



1. Draw a small character or write your name in the center of the page to represent yourself.
2. Write down the housework you've done in the blank space around the page.
3. Write down any volunteer work you've done in the blank space.
4. List any jobs you've had (full-time, part-time or freelance).
5. Write down any hobbies or interest-based activities you've tried, played, or learned.
6. For any activities you've done for one year, please draw one circle around them.
7. For activities you've done for three years, please draw a second circle around them.
8. For activities you've done for five years or more, please add a third circle.
9. If you think you could make money from any of these experiences, write a \$ sign next to it.
10. Pick the three most important experiences.
11. From your past interest-based activities, choose the most memorable experience that made you feel joy, pride, or a sense of fulfillment. What VASK do you think you demonstrated in that experience?



Get to Know Your Career Interests



Most people have thought about the careers they would like to have. Please list three careers you've considered or dreamed of:

<input type="text"/>	Reasons for interest: <input type="text"/>	Will you pursue further education in relevant professional skills? <input type="text"/>
<input type="text"/>	Reasons for interest: <input type="text"/>	Will you pursue further education in relevant professional skills? <input type="text"/>
<input type="text"/>	Reasons for interest: <input type="text"/>	Will you pursue further education in relevant professional skills? <input type="text"/>

Support System

Do you think the people around you (family, friends, peers, or teachers) give you enough support and resources to carry out your plans or to fulfil your role(s)? If yes, who are they?

Who provides you with the most support when you make important decisions about your future?

What advice or expectations have your family members shared with you about your Career and Life Development (CLD)?

CLD Goals

Academic/Further Study



List three subjects you're interested in pursuing further studies

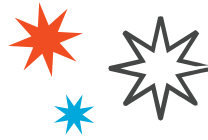
Are you planning to apply through JUPAS?
(For S5/S6 students)

Expected DSE results
(For S5/S6 students)

CLD Plans

How high are your expectations for your own Career and Life Development?
(On a scale of 1-10, 10 = very high expectations)

See Yourself Through Images



Date: _____

Choose a photo or image that represents your expectations for the group activities.

I chose this photo/image because...
(Write or draw what attracts you in this photo/picture)



You can capture an image with your phone – think of it as a little gift to your future self, a token of encouragement to cherish. When you encounter difficulties, take a look at it and let it remind you to keep going, even when things get tough.



Explore Your Multiple Pathways

Date:

1. Today, your “Pathways Exploration” activities focus on the area of:

2. During the “Pathways Exploration” process, how did you feel?

(Circle the emojis that match your feelings)



3. During the “Pathways Exploration” process, which part of the activity did you enjoy the most?

4. During the “Pathways Exploration” process, what Values, Attitudes, Skills and Knowledge (V.A.S.K) have you discovered/developed/understood about yourself?

Values (V)

- | | |
|--|--|
| <input type="checkbox"/> A comfortable life | <input type="checkbox"/> A world at peace |
| <input type="checkbox"/> Ability utilization | <input type="checkbox"/> Achievement |
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Belonging |
| <input type="checkbox"/> Concern for others | <input type="checkbox"/> Concern for the environment |
| <input type="checkbox"/> Conformity | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Economic return | <input type="checkbox"/> Equality |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Freedom |
| <input type="checkbox"/> Health | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Humility | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Inner harmony | <input type="checkbox"/> Interdependence |
| <input type="checkbox"/> Kindness | <input type="checkbox"/> Life style |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Personal development |
| <input type="checkbox"/> Power | <input type="checkbox"/> Prestige |
| <input type="checkbox"/> Privacy | <input type="checkbox"/> Relationships with co-workers |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Risk |
| <input type="checkbox"/> Security | <input type="checkbox"/> Self-control |
| <input type="checkbox"/> Self-respect | <input type="checkbox"/> Social recognition |
| <input type="checkbox"/> Spirituality | <input type="checkbox"/> Stimulation |
| <input type="checkbox"/> Supervisory relationships | <input type="checkbox"/> Tradition |
| <input type="checkbox"/> True friendship | <input type="checkbox"/> Variety of work |
| <input type="checkbox"/> Wisdom | <input type="checkbox"/> Working conditions |

Attitudes (A)

- | | |
|---|---|
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Calm |
| <input type="checkbox"/> Candid | <input type="checkbox"/> Cheerful |
| <input type="checkbox"/> Comforting | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Culturally sensitive |
| <input type="checkbox"/> Decisive | <input type="checkbox"/> Details oriented |
| <input type="checkbox"/> Empathetic | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Focused | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Hardworking | <input type="checkbox"/> Helpful |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Humble |
| <input type="checkbox"/> Independent | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Inquisitive | <input type="checkbox"/> Life-long learning |
| <input type="checkbox"/> Loyal | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Open-minded | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Patient | <input type="checkbox"/> Persistent |
| <input type="checkbox"/> Polite | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Punctual | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Self-confident | <input type="checkbox"/> Sincere |



Skills (S)

- | | |
|--|--|
| <input type="checkbox"/> Active learning skills | <input type="checkbox"/> Active listening skills |
| <input type="checkbox"/> Adaptability skills | <input type="checkbox"/> Administrative/clerical skills |
| <input type="checkbox"/> Analytical/logical thinking skills | <input type="checkbox"/> Coaching/monitoring skills |
| <input type="checkbox"/> Complex problem solving skills | <input type="checkbox"/> Computer skills |
| <input type="checkbox"/> Coordinating skills | <input type="checkbox"/> Counselling/mediation skills |
| <input type="checkbox"/> Creative thinking | <input type="checkbox"/> Critical thinking |
| <input type="checkbox"/> Innovating skills | <input type="checkbox"/> Interpersonal skills |
| <input type="checkbox"/> Judgment and decision making skills | <input type="checkbox"/> Language skills |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Management of financial resources |
| <input type="checkbox"/> Management of material resources | <input type="checkbox"/> Management of personnel resources |
| <input type="checkbox"/> Mechanical skills | <input type="checkbox"/> Numeracy/mathematics |
| <input type="checkbox"/> Oral communication skill | <input type="checkbox"/> Visual perceptual skill |
| <input type="checkbox"/> Performing skills | <input type="checkbox"/> Persuading skills |
| <input type="checkbox"/> Planning/organization skills | <input type="checkbox"/> Practical skills |
| <input type="checkbox"/> Reading comprehension skills | <input type="checkbox"/> Science skills |
| <input type="checkbox"/> Serving skills | <input type="checkbox"/> Social perceptual skills |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Teaching/training skills |
| <input type="checkbox"/> Time management skills | <input type="checkbox"/> Writing skills |

Knowledge (K)

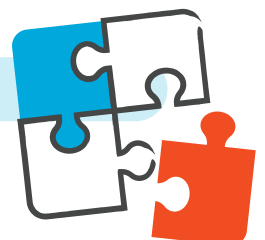
- | | |
|--|---|
| <input type="checkbox"/> Knowledge related to administration and management | <input type="checkbox"/> Knowledge related to biology |
| <input type="checkbox"/> Knowledge related to building and construction | <input type="checkbox"/> Knowledge related to chemistry |
| <input type="checkbox"/> Knowledge related to clerical | <input type="checkbox"/> Knowledge related to communications and media |
| <input type="checkbox"/> Knowledge related to computers and electronics | <input type="checkbox"/> Knowledge related to customer and personal service |
| <input type="checkbox"/> Knowledge related to design | <input type="checkbox"/> Knowledge related to economics and accounting |
| <input type="checkbox"/> Knowledge related to education and training | <input type="checkbox"/> Knowledge related to engineering and technology |
| <input type="checkbox"/> Knowledge related to fine arts | <input type="checkbox"/> Knowledge related to first language |
| <input type="checkbox"/> Knowledge related to food production | <input type="checkbox"/> Knowledge related to foreign language |
| <input type="checkbox"/> Knowledge related to geography | <input type="checkbox"/> Knowledge related to history and archeology |
| <input type="checkbox"/> Knowledge related to law and government | <input type="checkbox"/> Knowledge related to mathematics |
| <input type="checkbox"/> Knowledge related to mechanical | <input type="checkbox"/> Knowledge related to medicine and dentistry |
| <input type="checkbox"/> Knowledge related to personnel and human resources | <input type="checkbox"/> Knowledge related to philosophy and theology |
| <input type="checkbox"/> Knowledge related to physics | <input type="checkbox"/> Knowledge related to production and processing |
| <input type="checkbox"/> Knowledge related to psychology | <input type="checkbox"/> Knowledge related to public safety and security |
| <input type="checkbox"/> Knowledge related to sales and marketing | <input type="checkbox"/> Knowledge related to sociology and anthropology |
| <input type="checkbox"/> Knowledge related to telecommunications | <input type="checkbox"/> Knowledge related to therapy and counselling |
| <input type="checkbox"/> Knowledge related to transportation | <input type="checkbox"/> Knowledge developed from voluntary work in organizational settings (please specify)* |
| <input type="checkbox"/> Knowledge developed from domestic/neighborhood provisioning (please specify)* | <input type="checkbox"/> Knowledge developed from serious leisure (please specify)* |

5. During the “Pathways Exploration” process, which moments or words have inspired you most to reflect on your CLD direction?

6. On a scale of 1 to 10, how interested are you in exploring this area further after today’s activity?



7. How would you like to explore this area further?



Explore Your Further Education Path

Date:

1. Today, your “Further Education Exploration” activity focus on the area of:

2. During the “Further Education Exploration” process, how did you feel?
(Circle the emojis that match your feelings)



3. During the “Further Education Exploration” process, which part of the activity did you enjoy the most?

4. During the “Further Education Exploration” process, what Values, Attitudes, Skills and Knowledge (V.A.S.K) have you discovered/developed/understood about yourself?

Values (V)

- | | |
|--|--|
| <input type="checkbox"/> A comfortable life | <input type="checkbox"/> A world at peace |
| <input type="checkbox"/> Ability utilization | <input type="checkbox"/> Achievement |
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Belonging |
| <input type="checkbox"/> Concern for others | <input type="checkbox"/> Concern for the environment |
| <input type="checkbox"/> Conformity | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Economic return | <input type="checkbox"/> Equality |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Freedom |
| <input type="checkbox"/> Health | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Humility | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Inner harmony | <input type="checkbox"/> Interdependence |
| <input type="checkbox"/> Kindness | <input type="checkbox"/> Life style |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Personal development |
| <input type="checkbox"/> Power | <input type="checkbox"/> Prestige |
| <input type="checkbox"/> Privacy | <input type="checkbox"/> Relationships with co-workers |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Risk |
| <input type="checkbox"/> Security | <input type="checkbox"/> Self-control |
| <input type="checkbox"/> Self-respect | <input type="checkbox"/> Social recognition |
| <input type="checkbox"/> Spirituality | <input type="checkbox"/> Stimulation |
| <input type="checkbox"/> Supervisory relationships | <input type="checkbox"/> Tradition |
| <input type="checkbox"/> True friendship | <input type="checkbox"/> Variety of work |
| <input type="checkbox"/> Wisdom | <input type="checkbox"/> Working conditions |

Attitudes (A)

- | | |
|---|---|
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Calm |
| <input type="checkbox"/> Candid | <input type="checkbox"/> Cheerful |
| <input type="checkbox"/> Comforting | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Culturally sensitive |
| <input type="checkbox"/> Decisive | <input type="checkbox"/> Details oriented |
| <input type="checkbox"/> Empathetic | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Focused | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Hardworking | <input type="checkbox"/> Helpful |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Humble |
| <input type="checkbox"/> Independent | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Inquisitive | <input type="checkbox"/> Life-long learning |
| <input type="checkbox"/> Loyal | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Open-minded | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Patient | <input type="checkbox"/> Persistent |
| <input type="checkbox"/> Polite | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Punctual | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Self-confident | <input type="checkbox"/> Sincere |



Skills (S)

- | | |
|--|--|
| <input type="checkbox"/> Active learning skills | <input type="checkbox"/> Active listening skills |
| <input type="checkbox"/> Adaptability skills | <input type="checkbox"/> Administrative/clerical skills |
| <input type="checkbox"/> Analytical/logical thinking skills | <input type="checkbox"/> Coaching/monitoring skills |
| <input type="checkbox"/> Complex problem solving skills | <input type="checkbox"/> Computer skills |
| <input type="checkbox"/> Coordinating skills | <input type="checkbox"/> Counselling/mediation skills |
| <input type="checkbox"/> Creative thinking | <input type="checkbox"/> Critical thinking |
| <input type="checkbox"/> Innovating skills | <input type="checkbox"/> Interpersonal skills |
| <input type="checkbox"/> Judgment and decision making skills | <input type="checkbox"/> Language skills |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Management of financial resources |
| <input type="checkbox"/> Management of material resources | <input type="checkbox"/> Management of personnel resources |
| <input type="checkbox"/> Mechanical skills | <input type="checkbox"/> Numeracy/mathematics |
| <input type="checkbox"/> Oral communication skill | <input type="checkbox"/> Visual perceptual skill |
| <input type="checkbox"/> Performing skills | <input type="checkbox"/> Persuading skills |
| <input type="checkbox"/> Planning/organization skills | <input type="checkbox"/> Practical skills |
| <input type="checkbox"/> Reading comprehension skills | <input type="checkbox"/> Science skills |
| <input type="checkbox"/> Serving skills | <input type="checkbox"/> Social perceptual skills |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Teaching/training skills |
| <input type="checkbox"/> Time management skills | <input type="checkbox"/> Writing skills |

Knowledge (K)

- | | |
|--|---|
| <input type="checkbox"/> Knowledge related to administration and management | <input type="checkbox"/> Knowledge related to biology |
| <input type="checkbox"/> Knowledge related to building and construction | <input type="checkbox"/> Knowledge related to chemistry |
| <input type="checkbox"/> Knowledge related to clerical | <input type="checkbox"/> Knowledge related to communications and media |
| <input type="checkbox"/> Knowledge related to computers and electronics | <input type="checkbox"/> Knowledge related to customer and personal service |
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| <input type="checkbox"/> Knowledge related to education and training | <input type="checkbox"/> Knowledge related to engineering and technology |
| <input type="checkbox"/> Knowledge related to fine arts | <input type="checkbox"/> Knowledge related to first language |
| <input type="checkbox"/> Knowledge related to food production | <input type="checkbox"/> Knowledge related to foreign language |
| <input type="checkbox"/> Knowledge related to geography | <input type="checkbox"/> Knowledge related to history and archeology |
| <input type="checkbox"/> Knowledge related to law and government | <input type="checkbox"/> Knowledge related to mathematics |
| <input type="checkbox"/> Knowledge related to mechanical | <input type="checkbox"/> Knowledge related to medicine and dentistry |
| <input type="checkbox"/> Knowledge related to personnel and human resources | <input type="checkbox"/> Knowledge related to philosophy and theology |
| <input type="checkbox"/> Knowledge related to physics | <input type="checkbox"/> Knowledge related to production and processing |
| <input type="checkbox"/> Knowledge related to psychology | <input type="checkbox"/> Knowledge related to public safety and security |
| <input type="checkbox"/> Knowledge related to sales and marketing | <input type="checkbox"/> Knowledge related to sociology and anthropology |
| <input type="checkbox"/> Knowledge related to telecommunications | <input type="checkbox"/> Knowledge related to therapy and counselling |
| <input type="checkbox"/> Knowledge related to transportation | <input type="checkbox"/> Knowledge developed from voluntary work in organizational settings (please specify)* |
| <input type="checkbox"/> Knowledge developed from domestic/neighborhood provisioning (please specify)* | <input type="checkbox"/> Knowledge developed from serious leisure (please specify)* |

5. During the “Further Education Exploration” process, which moments or words have most stimulated your reflection on your own CLD choice?

6. On a scale of 1 to 10, how interested are you in exploring this area further after today’s activity?

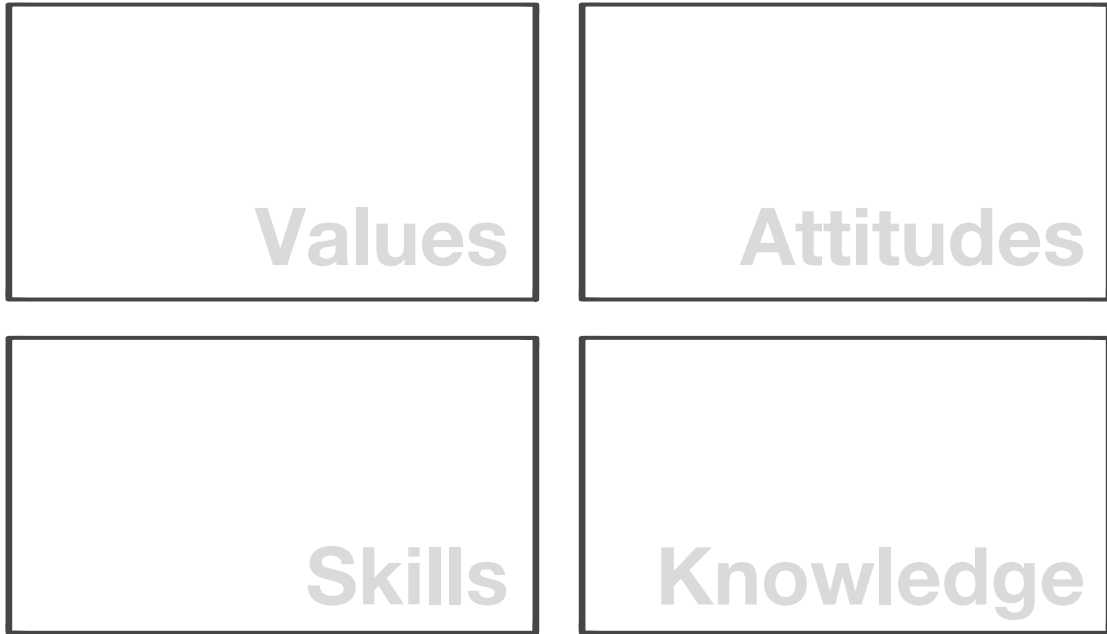
1 2 3 4 5 6 7 8 9 10

7. How would you like to explore this area further?



Imagination of Work Placement

* VASK required in Work Placement



My Expectation for the Work Placement

* Job position

* Job Duties

* Opportunities gained from Work Placement

* Other supports

* Workplace Mentors



My Workplace Learning Experience



1. Before My Work Placement

- ★ Reflecting on my VASK / Personality traits / Strength / Capability / Characteristic

Date of Work Placement:

Work Placement company and position:

My experience in career and life exploration:

Self-introduction:



VASK

V

A

S

K

- ★ How can I apply my VASK and ENOW experience during this Work Placement?

Date:

2. During My Work Placement

- ★ Valuable insights from this experience that I can transfer to my Career and Life Development (CLD)



What I understood

What was the new understanding of job role?



How I grew and what I applied

What challenges did I face during this Work Placement? How did I solve them? How did I adapt to the new environment and changes? (e.g. Transition from school into a workplace setting, handling unexpected situations etc.)



What I discovered

What new discoveries did I make about myself during the Work Placement? (e.g. changes in attitude, abilities, or resources etc.)

3. After My Work Placement



Date: _____

★ New Discoveries about My Own VASK

Values

Attitudes

Skills

Knowledge



After completing this work placement, what skills or qualifications would you need to improve if you wish to continue developing in this industry?



In the future, what types of jobs or activities would you like to try?
How might you push yourself beyond your limits?



4. Feedback from My Workplace Mentor



Characteristics of Participant

Values

Attitudes

Skills

Knowledge

Name of Participant:

Date of Work Placement:

Work Placement Company
and Position:

Name of Workplace Mentor:

Workplace Mentor's
Job Title:

Key Insights from Participant in the Work Placement

e.g. Performance/Events that most impress you



Acknowledgement of Participant in the Work Placement

What did you appreciate about his/her performance?
What direction could he/she consider for the future?
Please share your advice/words of encouragement.

Reminders for Participant in the Work Placement

CV360®



:



:

Applicant's Photo (optional)

* Self-introduction



* Personal learning experience, skills and strengths

Paid and Unpaid Work Experiences → Skills and Abilities Acquired

Serious Leisure/Interest Development

Domestic/Neighbourhood Provisioning

Voluntary Work

Vocational and Educational Training & Work Exposure

Work Trials/Trial-Run Business

Employment/Entrepreneurship

Values	<input type="text"/>
Attitudes	<input type="text"/>
Skills	<input type="text"/>
Knowledge	<input type="text"/>



* Academic, Vocational Education, Practical Training

Date		Schools, Colleges, and Universities Attended	Form/Year	Certificates/Diplomas/Degrees Awarded	Awarded Date
From	To				

★ Awards (please provide additional information if there are more than three)

Awarding Society/Professional Body	Name of Award	Date

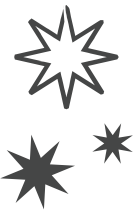
★ Feedback Received During the Career and Life Development Journey

Name of recommender (Relationship to the applicant)

★ Other

★ My Referees

Name: <input style="width: 90%;" type="text"/>	Name: <input style="width: 90%;" type="text"/>
Position: <input style="width: 90%;" type="text"/>	Position: <input style="width: 90%;" type="text"/>
Contact Number: <input style="width: 90%;" type="text"/>	Contact Number: <input style="width: 90%;" type="text"/>
Email: <input style="width: 90%;" type="text"/>	Email: <input style="width: 90%;" type="text"/>

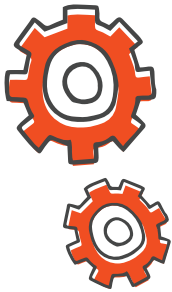


My Career and Life Development Roadmap

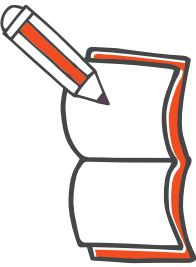
Name: _____ Date: _____

Roadmap

**My Short-term Goals
(6 months)**



**Ways to Achieve
My Goals (3)**



**Ways to Achieve
My Goals (2)**



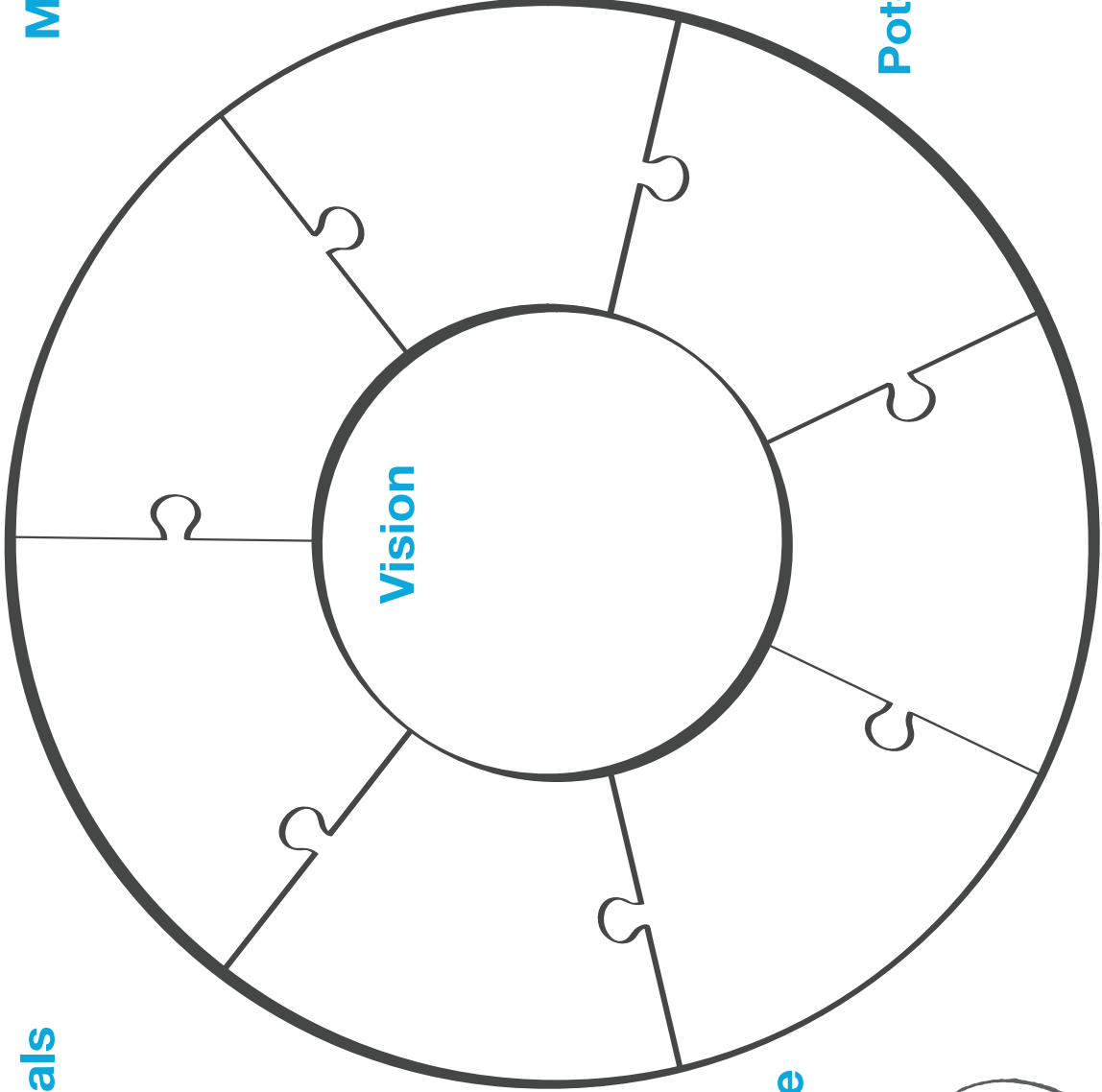
**My Inner Strengths
(Uniqueness)**



My Support Network



Potential Challenges Ahead



**Ways to Achieve
My Goals (1)**

To My Future Self



Choose a photo/picture that represents how you currently envision your future CLD

I choose this photo/picture because...

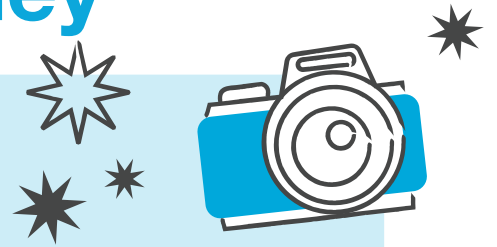
An illustration of two framed photos. The front photo contains a red circle, a blue triangle, and a white square. The back photo contains a blue hexagon and a red star. Above the photos are three stars: one white, one orange, and one blue.

People you would like to thank during your journey of CLD exploration

An illustration of a person with long hair, wearing a blue sweater and white pants, sitting and listening to music. They are wearing large headphones and holding a smartphone. Musical notes are floating around them. A red scribble is drawn over the person's legs and the bottom of the form area.

Photo Album

My CLD Journey



About CLAP@JC

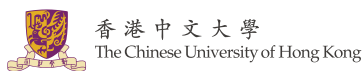
Funded and created by The Hong Kong Jockey Club Charities Trust, CLAP@JC was launched in 2015 which aims to support a paradigm shift of career and life development practice across education, community youth services, and the workplace to smoothen the school-to-work transition.

To uplift the industry standard, CLAP@JC has systematised this approach in creating its Hong Kong Benchmarks for Career and Life Development, which support young people from diverse backgrounds in developing the competence, agency, and aspiration to explore multiple pathways that align with their own values, attitudes, skills, and knowledge. Thus far, CLAP@JC has engaged 144 local secondary schools, 115 nonprofit youth-service units, and over 3,000 employers in its network.

Created and Funded by 策劃及捐助：



Co-created by 聯合策動：



Strategic partners 策略夥伴：



<https://clap.hk>

