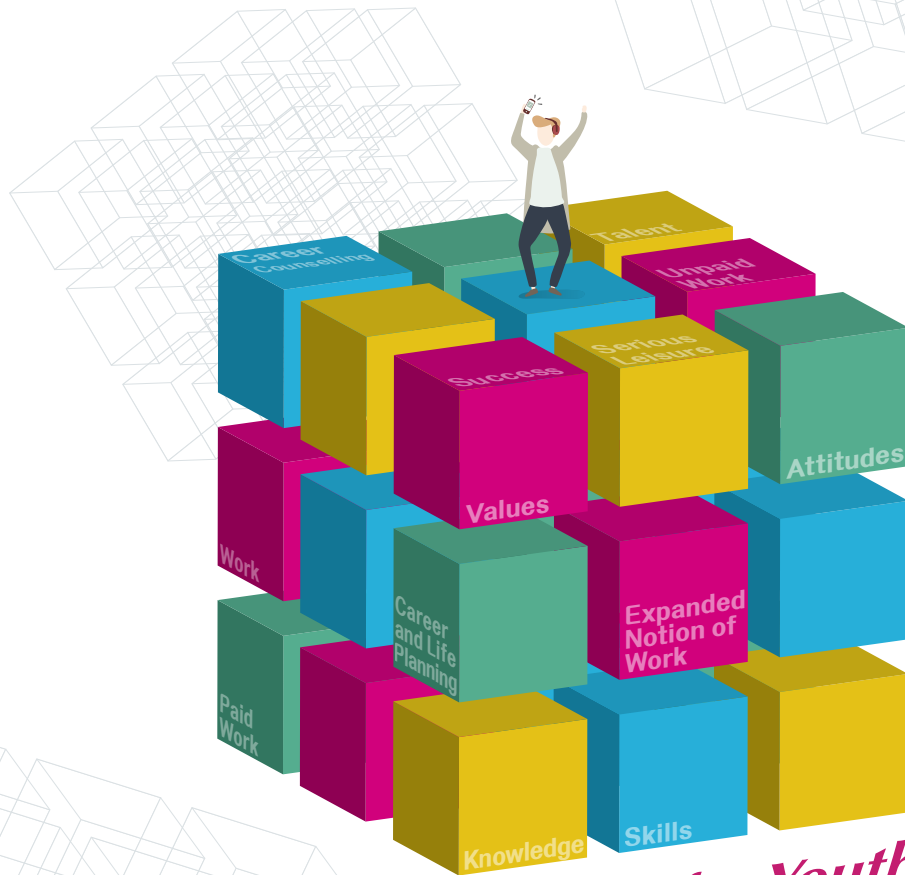




賽馬會
鼓掌·創你程計劃
CLAP for Youth@JC
Career & Life Adventure Planning

CV360[®]

User Guidelines



*Clap for Youth,
Clap for Future*

For Youth Workers

策劃及捐助 Created and Funded by



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心同步同進 RIDING HIGH TOGETHER

聯合策動 Co-created by



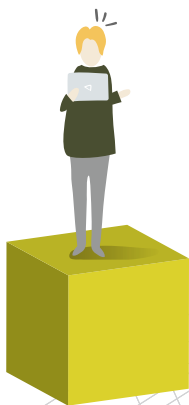
香港中文大學
The Chinese University of Hong Kong



香港浸會大學
HONG KONG BAPTIST UNIVERSITY

CV360[®]

User Guidelines



For Youth Workers

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Preface I –



Mr. Leong CHEUNG
Executive Director, Charities and Community
The Hong Kong Jockey Club

With the evolution of technology, our world is heading forward at an unprecedented pace. The established formulas for success may soon become outdated. In this new era, are academic qualifications still the only indicator of capability? Is all success linked with high-paying jobs? Instead of following the traditional life paths, is it more important to understand ourselves, identify our goals, and strive for opportunities that best suit us?

In 2017, CLAP for Youth @ JC (CLAP) launched CV360[®], an innovative type of résumé enabling young people to transform their work and personal experiences into VASK, i.e. Values, Attitudes, Skills, and Knowledge. CV360[®] inspires young people by putting a new perspective on self-appreciation, and helps broaden the meaning of endeavours and experiences gained from studies, everyday life and work. With the aid of VASK, key enablers of youth, including teachers, parents, youth workers and employers, will be able to understand and support young people more comprehensively; and provide them with development opportunities according to their interests and potential.

Since its launch, the project team have been running CV360[®] pilot programmes with employer partners across industries. During the pilots, they have assisted employers to develop VASK portfolios for their job vacancies, and match them with the VASK of participating young people. Our employer partners have given us very positive feedback on CV360[®]'s talent-matching model, while the young people involved have enhanced their confidence throughout the process. We hope that CV360[®] will not only support us in responding to the talent challenges in the workplace, but also help shape a broader definition of talents among stakeholders, and create multiple pathways for young people in the future.

Initiated by The Hong Kong Jockey Club Charities Trust with a donation of HK\$500 million, CLAP seeks to develop an evidence-based, youth-oriented career and life development intervention model through cross-sectoral collaboration. The ultimate goal is to broaden the discourse and practice around success, work and talent, and thereby build a caring community that embraces diversity. In addition to developing and promoting CV360[®], CLAP has benefited nearly 20,000 students and more than 7,000 non-engaged young people since its launch in 2015, under the concerted efforts of network and affiliated schools, government, business partners, parents, teachers, social workers, professional career and life planners and five District Service Teams. It has also offered professional training on career and life planning to over 2,300 teachers and 1,500 social workers and youth workers.

Young people are our future. We firmly believe that only when they are empowered to make informed and meaningful life and career decisions that align with their interests and abilities, can they give impetus to the sustainable development of the community.

On behalf of The Hong Kong Jockey Club, I would like to extend our sincere gratitude to various sectors of the community and our project partners for their staunch support to the programme. I also wish all devoted youth workers every success in their endeavours.



Preface II –

Ms. Winnie YING

**Head of Charities (Grant Making – Youth, Education & Training, Poverty)
The Hong Kong Jockey Club**

The origin of CV360®

As an important artefact of CLAP for Youth @ JC (CLAP), CV360® is designed to help young people establish a clear career identity.

The vision of CLAP is to create a paradigm shift by broadening the definitions of ‘work’, ‘talent’ and ‘success’. We hope to create multiple pathways so that young people with different types of potential will have equal opportunities to grow and flourish. Without doubt, this is a very challenging mission. Ever since they started work, the project team have been advocating that both paid and non-paid work experiences are equally important, and that young people’s futures should not be just about academic qualifications but also life experience. Happily, our notion has been well received by many stakeholders. A local secondary school principal has told that unless we can shift the paradigm, there will be no real change. However, the question is how can we achieve such a huge mission? Do we really need to move the mountain only by ourselves? I still remember that one of our teammates, who had been under huge pressure, came to me in tears, asking “How can we make this paradigm shift possible? How can we change society and help young people live a meaningful life?” I was deeply touched by my colleagues’ love and compassion for our young people, and their enthusiasm and determination to induce change.

The question I have been most pondering over is: “Can we identify a platform to house these abstract concepts and make them easier to understand for the public?” Most importantly, it has to be something that enables everyone to participate in our journey – an action-empowering product. Once people are willing to accept and use this ‘product’, changes will come gradually. Similar to self-identity and social identity, career identity is a rather abstract concept involving recognition both from oneself and from others and society. If each of us has a unique identity card, could we also have a ‘career identity card’ that records our life experiences, demonstrates our qualities and showcases our strengths? Since the CV has already become a widely-accepted ‘career identity card’ in our society, could we develop a new form of CV infused with CLAP’s DNA? That is how the CV360® concept arose.

CV360® is a theory-based yet simple-to-use tool that enhances one’s self-understanding and confidence. It helps everyone, especially young people, to review and organise their life experiences in the form of Values, Attitudes, Skills and Knowledge (VASK) developed through their paid and non-paid work experience. At the same time, by providing a comprehensive and all-round personal profile, CV360® enables employers to better understand candidates and match them with suitable positions. Most importantly, CV360® can help us broaden the notion of ‘talent’ from individual academic qualifications or work experience to our overall qualities, personal experiences and transferable skills.

Thanks to the project team’s dedicated efforts, over 4,000 young people have tried CV360®, and nearly 30 corporate partners have piloted CV360® recruitment. We have been given very positive feedback from users, especially HR practitioners, on CV360®’s effectiveness in enhancing the talent matching process.

Although we feel encouraged by these early results, there is still a long journey to reach our ultimate goal. I feel very fortunate to have had the opportunity to start this amazing journey with the CLAP family, and I hope that through CV360® and many other products and services of CLAP, we will be able to bring more positive changes for our young people and our community.



Preface III –

Prof. WONG Cheong Wing Victor
Principal Investigator (Community), CLAP for Youth @ JC

‘Young people today are the masters of the future’. How young people view their career and life development is essential to our society. Unfortunately, for many young people, career and life planning and other related ideas are relatively difficult concepts that they feel distant from. Every person is the owner of their own unique life and is present in their own experiences. Being present also means exploring life values and constructing life meanings.

Not all experiences we have can become a medium or platform for career and life development. In short, often only paid work experiences are considered valuable and taken seriously. However, all work done seriously, no matter it is for oneself or for others, is considered as a work experience. In other words, if youth workers can uncover the life experiences that young people value, they can put forward the idea of unpaid work experiences and the hidden Values, Attitudes, Skills and Knowledge (VASK) they bring. Starting where the clients are, youth workers can also encourage young people to discover their interesting and enjoyable life experiences that link with the VASK in the world of paid work. All experiences, whether they refer to the past, present or future, can be categorised into six forms of paid and unpaid work experience under the model of Expanded Notion of Work (ENOW). Paid work includes employment, entrepreneurship and trial-run business, while unpaid work covers vocational education and training, volunteering, domestic/neighbourhood provisioning, and serious leisure.

To drive a new discourse in career development, we have to put the focus on young people and lead from behind with curiosity. Youth workers can act as facilitators, providing young people with sufficient space to express themselves, giving young people a sense of being respected will encourage them to discover more about themselves through their own experiences. Young people seldom have the chance to review their daily life experiences from a career development perspective, they may not realise how the VASK behind these experiences connect to those required in paid work. We are not saying that unpaid work experiences can replace all paid work experiences or career preparation attempts; instead, we are constructing a new discourse enabling young people to discover further possibilities in their careers and daily lives, through the organisation, accumulation, transfer, and improvement of their VASK. In these user guidelines, we will elaborate on the concepts of ENOW and CV360[®] with examples, and introduce reference questions and related tools that can support youth workers in their career and life guidance work. These concepts will provide a more holistic perspective for young people aiming to understand themselves and reflect on personal growth and career development.

Youth work, career counselling and intervention can be seen not only as a professional intervention, but also an opportunity to get involved in young people’s lives. A seemingly casual conversation can help young people explore the diverse possibilities in their vocational career, learning career and leisure career. With an ENOW perspective, youth workers can make a connection between young people’s VASK and various forms of paid and unpaid work experiences. This link is the key to effective career and life guidance and intervention.

We wish to work together with youth workers, teachers, the corporate sector, and serious leisure devotees to create a nurturing environment for young people and their diverse development. Let’s support them as they embark on their career and life journeys.



About CLAP for Youth @ JC

Achieving a fulfilling life requires knowledge about oneself and one's impact on society. Career and life development is not an employment service but an exploratory adventure in realising the potential of one's life goals and career pathway. Launched in May 2015 with a donation of HK\$500 million, CLAP for Youth @ JC is a five-year Trust-Initiated Project aimed at developing an evidence-based career and life development intervention model and broadening the discourse and practices around success, work, and talent, so that young people can be empowered to make informed and meaningful life and career choices in alignment with their personal Values, Attitudes, Skills and Knowledge. In the long term, we envision a Hong Kong that embraces diversity with multiple pathways, where all young people find meaning in their lives and make positive contributions.

Our Vision:

A Hong Kong that embraces diversity, and one where all young people find meaning in their lives and make positive contributions.

Our Mission:

To develop evidence-based CLP intervention models and broaden the discourse and practices around success, work, and talent, so that young people pursue meaningful lives through multiple pathways.



Success

Broaden society's definition of success to be more meaningful and self-fulfilling beyond high grades, degrees, and high-paying, stable jobs



Work

Inspire Hong Kong to believe that informal/unpaid work and life experiences are as valuable and transferable to career roles as formal/paid experiences



Talent

Advocate that everyone is unique and has talent, and that a broader set of VASK should be incorporated into talent/career matching and training

Objectives:

1. Build an effective, holistic, and sustainable career and life planning intervention model for Hong Kong youth, and enhance the professional capacity of teachers and social workers on career guidance and interventions.
2. Support young people in identifying their career interests and provide comprehensive information to assist them make informed choices at critical transition points.
3. Promote multiple pathways, unleash young people's potential, and develop their positive attitudes and values towards life and career.
4. Enhance parents' knowledge of and participation in career and life planning, and establish a cross-sectoral collaboration platform and support network for young people.



About Youth Development and Intervention Framework (YDIF)

CLAP adopts a 'one paradigm, multiple strategies' approach, which meets the needs of different targets to achieve the best outcome. After several sustainable literature reviews and discussions among career and life planning experts and practitioners, a unique intervention model named 'Youth Development and Intervention Framework' (YDIF) was developed. YDIF serves as a meta-conceptual framework to guide career and life planning interventions in schools and communities. It also serves as a guide for setting focus and content for the training of career and life planning professionals. The framework can also be used as a reference in the development of tools, resources, curriculum, as well as evaluation and research.

Based on YDIF, practitioners encourage young people to be the owners of their own career and life planning. Through the four steps of career and life development and appropriate intervention services, young people will be nurtured to develop their core competencies so that they are capable of making preliminary career and life decisions, constructing positive career and life identities, and growing their aspirations.

CLAP also works with different stakeholders within society, including mentors/volunteers, parents, government departments, the corporate sector, the education/social service sectors, and young people, to create a nurturing environment for our young people and encourage them to engage in meaningful career and life planning according to their own interests and talents.



Idea

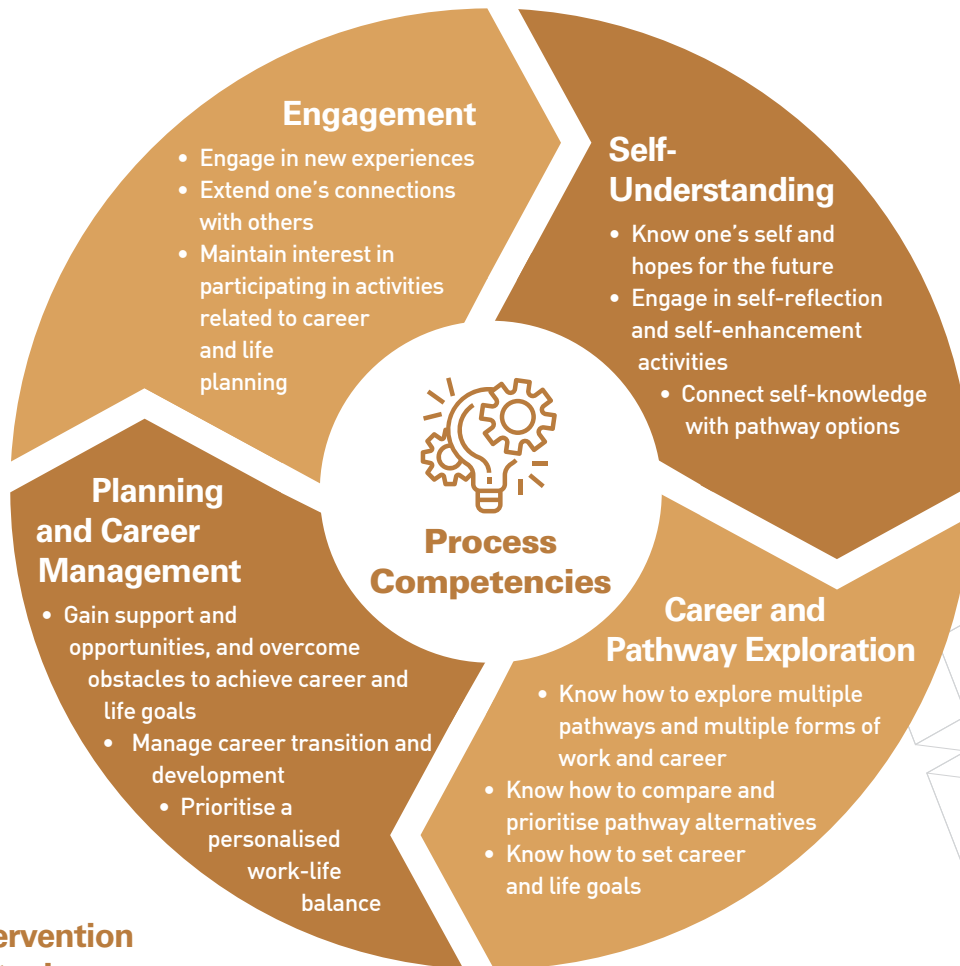


CLAP for Youth	CLAP for Competence	CLAP for Adventure
----------------	---------------------	--------------------

Believe in young people as 'owners' and 'partners' in Career and Life Adventure Planning (CLAP)

Adopt an expanded definition of 'work' to include a spectrum of paid and unpaid work/life experiences, where skills and competencies acquired are transferable to diverse life and career roles

Encourage young people to pursue meaningful goals and life adventures where their values, interests, and competencies are expressed and utilised



CLP Intervention Strategies



- Developing interest, awareness, and motivation
- Semi-structured learning
- Career and life counselling
- Learning through service, volunteering, and caring
- Workplace learning
- Facilitating pathway choice and implementation

Community Connection: Connection and Social Support to Foster a Nurturing Community



- Offer opportunities, resources, and networks for multiple CLP pathways
- Construct a favourable sociocultural environment for diverse work, talent, and success

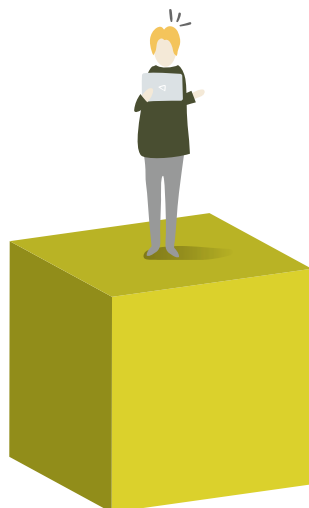


Career Development Outcomes

Make preliminary career and life decisions

Build a positive career and life identity

Develop life aspirations



What is CV360[®]?

1.1 Background of CV360[®]

Exploration into different leisure activities and work experiences helps young people understand their own personalities, interests, abilities, and values as they grow. With better self-understanding, young people can easily imagine their future and choose a career that matches their preferred lifestyle.

Broaden Young People's Vision of Career and Life Development

Developing a positive self-identity and treating life with a proactive attitude are crucial for effective career and life planning. However, 'work', 'success' and 'talent' have been narrowly defined in Hong Kong. For example, only paid activity is recognised as formal work, while strong academic qualifications, high salary and high status positions are representing success and ability. Mainstream values not only limit young people's vision of career and life development but also discourage them from exploring the possibility of diverse development. Young people who over-emphasise academic pursuits as an indicator of success may unintentionally neglect the important process of self-understanding from their other life experiences. This can easily lead to frustration. A recent report ^(Note 1) showed that the dropout rate of students who entered university with a less-preferred major has rapidly increased by 86% in the past seven years. This is a phenomenon worthy of attention as it reflects an urgent need to broaden young people's vision and help them identify multiple pathways for career and life development.

The Corporate Sector Seeks an All-Round Perspective for Talent Matching

While young people expect a nurturing work environment for career development, employers long for talents to meet their business needs. A survey conducted by JobsDB HK ^(Note 2), found that almost half of employers who had hired fresh graduates in the last three years reported that half of their fresh graduates resigned within a year. A common reason for leaving was 'unsuitable job nature' (40%). This highlights the possibility that

^(Note 1) Sky Post (2017, December 21). University students drop out of school increase 6% in 7 years.

^(Note 2) JobsDB HK. (2013, July 25). Half of employers report graduate turnover rate of 50% or up.

many of these young people did not have a clear understanding of themselves and were not aware of the importance of career planning. Many employers were also concerned that the traditional way of assessing a candidate (by academic background or work experience) was ineffective and usually resulted in talent mismatch, which could hinder human resources development in the long term. We believe that the introduction of CV360® will provide a holistic medium for employers so they can better understand their candidates, resulting in better talent matching and personnel development.

1.2 Purpose of Promoting CV360®

We believe that every young person is unique and has distinctive personal experiences and talents. Traditional CV frameworks emphasise the importance of academic qualifications and relevant work experiences, but this limits young people from demonstrating their diverse abilities and prevents employers from fully understanding candidates' talents. For young people who are inexperienced in the job market, the traditional CV format can feel hollow and negatively affect their confidence.

CLAP for Youth @ JC has thus established the first team in Hong Kong to focus on developing a new CV framework. Based on YDIF and adopting the core idea of ENOW, the team has introduced a brand new concept, CV360®. CV360® enables young people to display their personal qualities in the form of Values, Attitudes, Skills and Knowledge (VASK), developed from their life, study, and work experiences. We believe that CV360® can strengthen the recognition of ENOW-VASK and serve as a useful tool for different stakeholders in facilitating career and life planning or talent identification. Objectives of CV360® include the following:

1. **Broaden the definition of 'work'** and help young people extend their vision of career and life planning. Through reviewing their paid and unpaid work experiences, they can identify their own VASK and establish a positive self-identity.
2. Embolden young people to be the masters of their own career and life development journey, enabling them to take the lead in exploring and accumulating ENOW experiences. Based on their unique talents, they can make meaningful choices **and pursue multiple successful ventures**.
3. Encourage young people to build CVs which **demonstrate their talents in a holistic way**, so that their **abilities and unique VASK can be seen**.
4. Inspire a new talent matching and human development perspective among employers, so that they can **discover young people's diverse talents** and offer them opportunities to develop and contribute in the workplace.
5. Advocate youth workers to adopt a **wider perspective in career and life counselling interventions**. In addition to education and employment, they can also help young people develop more diverse methods of planning for their leisure development.

In the long term, we hope that the advocacy of CV360® will broaden the discourse and practices around success, work, and talent. This will enable us to foster a more nurturing environment for youth development so that young people can meet future challenges.

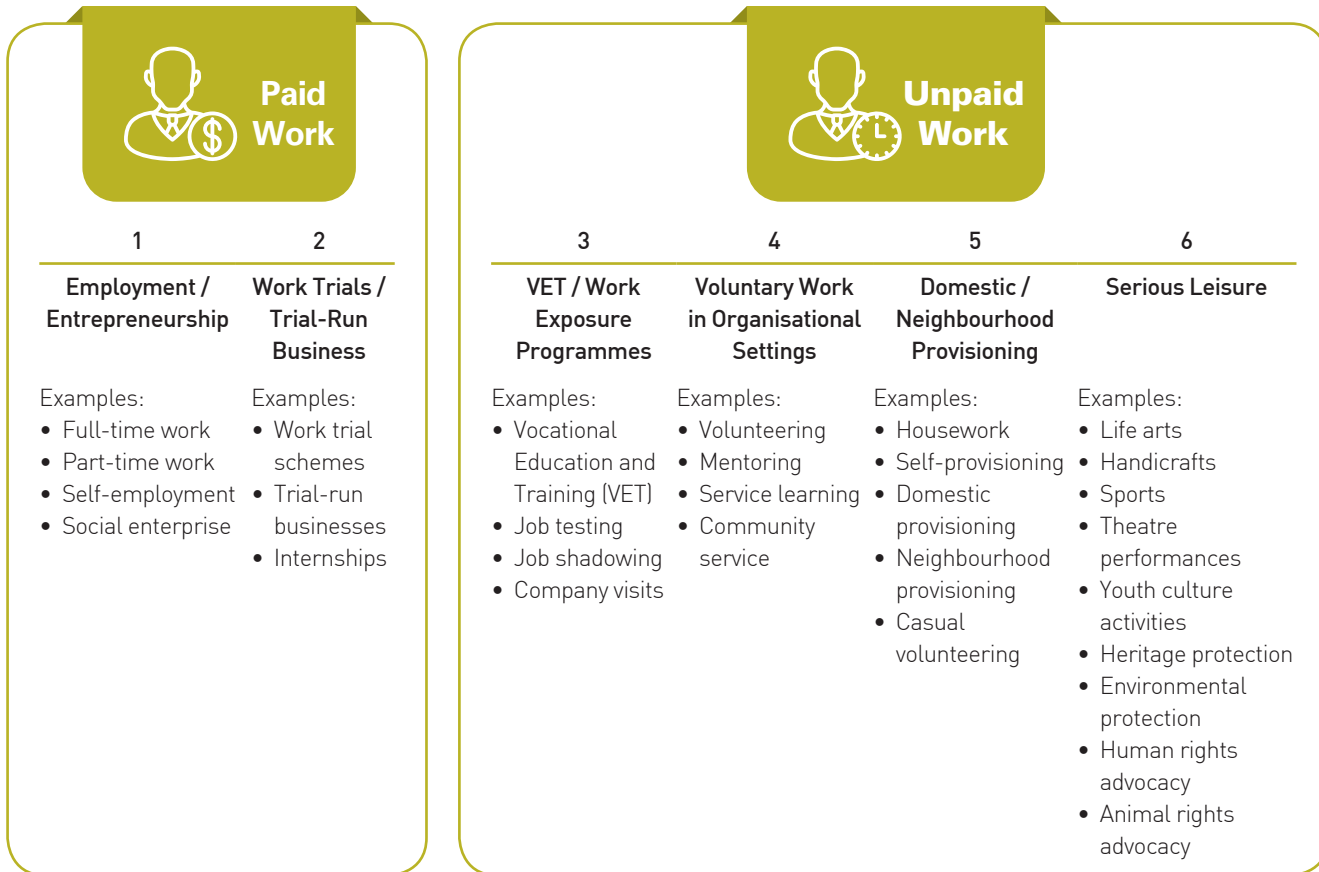
1.3 Core Concept of CV360[®] – Expanded Notion of Work (ENOW)

CV360[®], our brand-new CV concept, was developed from the idea of Expanded Notion of Work (ENOW) (Wong, 2015). ENOW aimed at broadening the definition of work and emphasising the equal importance of paid and unpaid work. Unpaid work not only helps young people to develop their capacity for career and life development, but is also an important cornerstone in supporting the construction of their career identity. We are convinced that everyone's career and life development process is unique, derived from a series of paid or unpaid life and work experiences. These experiences are an important foundation in cultivating the development of personal expertise and capabilities. According to the ENOW concept (Wong, 2015), the wide spectrum of work is categorised into six types as illustrated in the following diagram.

The importance of ENOW is its ability to broaden young people's understanding of career and life development, and encourage their participation in **various paid and unpaid work** experiences that reflect their interests, as well as the exploration of pathways at their own pace. Through reviewing their ENOW experiences, young people can strengthen their self-identity and find their unique **Values, Attitudes, Skills and Knowledge (VASK)**. ENOW encourages young people to highlight the VASK that are transferable to different roles within their careers and daily lives, including learning career, leisure career and vocational career (Wong & Yip, 2019). It also promotes more diverse pathways so young people can actualise their personal goals and contribute to society.



Expanded Notion of Work (ENOW) (Wong, 2015)



Review ENOW experiences to uncover personal Values, Attitudes, Skills and Knowledge (VASK) (Wong & Yip, 2019)



Talents developed from paid and unpaid work experiences, including **Values, Attitudes, Skills and Knowledge (VASK)**, are transferable to the workplace and daily life.

Definitions of paid and unpaid work types:

Paid Work

1

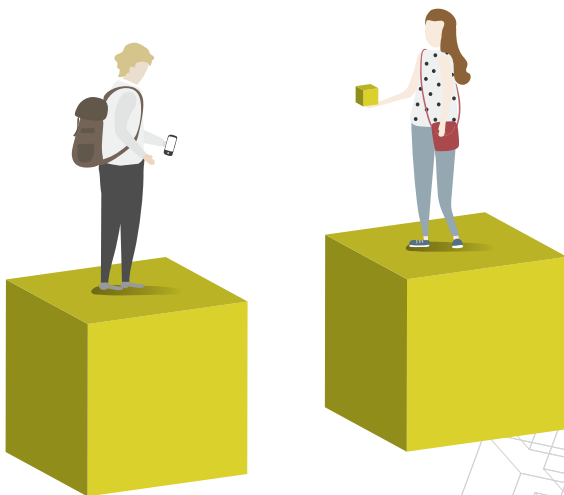
Employment / Entrepreneurship

- Paid employment refers to having a job, usually based on a contract, and receiving an income for the work done
- Entrepreneurship refers to the process of creating a new business and managing the following risks.

2

Work Trial / Trial-Run Business

- A work trial offers experiential work experience with an allowance. Examples are subsidised internships and workplace attachments.
- A trial-run business operates as a tester to assess effectiveness. An example is running a night stall at the Lunar New Year Market.



Unpaid Work

3

VET / Work Exposure Programmes

- VET (Vocational Education and Training) programmes focus on practical skills and career preparation.
- Work exposure programmes involve job exploration activities and work-related training conducted by companies.

4

Voluntary Work in Organisational Settings

- Provisioning personal time and effort to serve voluntarily in organisational settings and gain personal growth opportunities.

5

Domestic / Neighbourhood Provisioning

- Volunteering without taking part in organisations. Examples are causal volunteering and self-initiated neighbourhood or community provisioning, as well as providing voluntary support to friends, neighbours and family members.

6

Serious Leisure

A pursuit of deep satisfaction or self-fulfilment through an activity with six qualities as follows (Stebbins,1992):

- **Perseverance**
- **Making effort** to gain skills and knowledge
- Realisation of various **durable benefits**, e.g. self-actualisation, enhancing self-confidence, etc.
- Attractive personal and social **identity**
- Unique ethos - **unique character or spirit**
- A sense of a career pursuit and accessibility to a sustainable **career**

1.4 Structure of CV360[®]

CV360[®] was developed from one of the CLAP's core concepts – Expanded Notion of Work (ENOW). Unlike traditional CVs that solely emphasise academic qualifications and paid work experience, the CV360[®] framework focuses on ENOW and VASK. **This allows young people to showcase personal qualities gained from both paid and unpaid work experience, in addition to academic and vocational qualifications.** CV360[®] consists of the following nine areas: (For more details, please refer to the **2.4 Steps to Help Young People Write Their Own CV360[®]**)



1 Self-introduction

ABOUT ME

- Always striving for personal improvement, and motivated to continue learning.
- Good interpersonal skills and a basic knowledge of coffee brewing.
- Skills developed from team sports, scout training, and work experience as an assistant barista.
- Attending an advanced training course in coffee brewing with the goal of becoming a professional barista

2 Basic personal information and contact details

Content
T: 5123 4567
E: taiman@mail.com

3 Paid and unpaid work experiences

CHAN Tai Man

PERSONAL EXPERIENCE
Serious Leisure
September 2012 - July 2015
Member of School Athletics Relay Team
- School representative in races
- Attended regular training sessions and races

2013 - 2015
Junior Scout Member
- Attended wilderness training and annual marching exercise

Domestic / Neighbourhood Provisioning
2016 - Present
- Assist with daily housework

Vocational and Educational Training & Work Exposure
April - May 2018 (three days)
Assistant Barista, Work Trial Scheme at Mac. Inc
- Assisted in coffee brewing and serving customers

4 Values, Attitudes, Skills, Knowledge

VALUES

- Continual improvement and learning
- Relationships with others
- Achievement

ATTITUDES

- Persistent
- Cooperative
- Responsible

SKILLS

- Interpersonal
- Active learning
- Mechanical

KNOWLEDGE

- Basic coffee brewing
- Customer services

5 Awards

AWARDS
June 2015
Champion, Athletics Relay
Athletics Relay Association

6 Academic, Vocational Education, Practical Training

VOCATIONAL EDUCATION / TRAINING
April 2017
Hong Kong Coffee Institute
Barista Work Trial Scheme – Certificate of Completion

7 Recognition

ACADEMIC EDUCATION
September 2013 – Present
Form 5, Hong Kong Secondary School

RECOGNITION
S.C. Cheung, Social Worker
March 2017
Tai Man is a reflective, self-aware person, and cares about his life development. He proactively prepared himself to be a professional barista by joining the Work Trial Scheme at Mac.Inc. He was motivated to learn from his mentor and was devoted to skills training and interacting with customers. He is always striving for self-improvement.

8 Referees

REFEREES

Name: Ming Cheng	Name: Chinyi Lee
Position: P.E. Teacher, Hong Kong Secondary School	Position: Branch Manager, Mac.Inc.
Tel: 3123 4567	Tel: 2123 4567
Email: siuming@hkschool.com	Email: mentor@mmt.com

9 Other relevant information

* This is a sample for reference, users can design their own CV layout on the CV360[®] platform.

1.5 Features of CV360®

1. **CV360® emphasises the broadening of young people's perspectives on career and life development and encourages them to review and showcase the skills gained from paid and unpaid life and work experiences.** The ENOW-VASK column allows individuals to confidently present the VASK they have gained that may be relevant to the job role in question. CV360® is a vehicle for transforming life experiences into VASK, highlighting one's unique talents in a systematic way, and strengthening confidence.
2. The VASK column not only shows work-related skills and knowledge that young people have, but also **clearly displays their personal values and attitudes.** It provides **an all-round perspective for employers** so that they can understand young applicants and **make better decisions with job matching.**
3. In the 'Recognition' part of CV360®, young people can evaluate themselves using the comments given by their referees which will make them feel supported, this also allows them to **develop better self-understanding and boosts their confidence.** This part also gives employers a clearer picture of candidates through the feedback and references from others.
4. CV360® is not only a résumé but also **a personal archive equipped to consolidate meaningful life stories in a systematical manner.** It records young people's own ENOW experiences and the derived VASK in a user-friendly format. The ENOW-VASK archive provides a strong foundation for future career and life development and boosts confidence.
5. CV360® is a tool that facilitates individuals to **develop self-identity and make career-related decisions.** It helps young people recognise their values by reviewing different life experiences, and gives them direction so they can make informed career choices.
6. Building a CV360® involves **reviewing personal experiences,** which encourages young people to revisit important life stories that they might have neglected in the past. Discovering inner resources can be key for personal development, therefore youth workers are recommended to reserve sufficient time for the counselling process and help young people to organise, reflect, and compile their life experiences.

Comparison of CV360[®] with Traditional CVs



Chronological CV

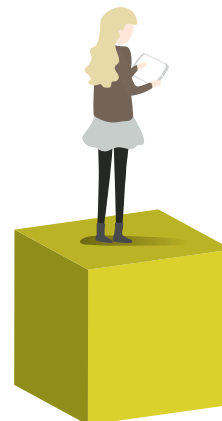


Functional CV



CV360[®]

Purpose	Job seeking tool	Job seeking tool	Career & life development and job seeking tool
Content	<ul style="list-style-type: none"> • Personal information and contact details • Self-introduction • Work experiences (chronologically or reverse chronologically) • Education and academic qualifications • Professional qualifications • Other skills and talents • Interests 	<ul style="list-style-type: none"> • Personal information and contact details • Self-introduction • Work-related talents and skills (according to relevance and importance) • Work history • Education and academic qualifications • Professional qualifications • Other relevant information 	<ul style="list-style-type: none"> • Personal information and contact details • Self-introduction • Paid / unpaid ENOW experiences and VASK • Awards • Academic / vocational education / practical training • Feedback and comments from referees • Other relevant information • References
Features	<ul style="list-style-type: none"> • A focus on work history and career path development, work experiences listed in chronological order 	<ul style="list-style-type: none"> • A focus on presenting the skills and talents that are relevant to the position 	<ul style="list-style-type: none"> • A focus on important paid and unpaid ENOW experiences and the developed VASK • (The ENOW-VASK included would be relevant to the position)





Chronological CV



Functional CV



CV360®

Purpose	Job seeking tool	Job seeking tool	Career & life development and job seeking tool
Advantages	<ul style="list-style-type: none"> Offers a clear presentation of career history, so that employers can understand previous roles and duties Acts as a showcase of development path and stability 	<ul style="list-style-type: none"> Highlights skills and achievements to appeal to employers Minimises the impact of insufficient work experiences 	<ul style="list-style-type: none"> Provides an all-round perspective for employers so they can better understand the VASK gained from ENOW experiences, leading to better job matching
Limitations	<ul style="list-style-type: none"> Not favourable for those who are inexperienced in the job market, as it is hard to attract employers with limited work experience 	<ul style="list-style-type: none"> Focuses solely on skills and knowledge, neglecting the importance and relevance of personal values and attitudes. 	<ul style="list-style-type: none"> Sufficient time is required for reviewing, reflecting, and compiling the experiences. Requires employers to be open-minded and accept transferable VASK developed from ENOW experiences.
Suitable For	<ul style="list-style-type: none"> Individuals with a strong work experience history Individuals with work experiences relevant to the job Individuals with a consistent employment record who wish to show their path of career development 	<ul style="list-style-type: none"> Individuals equipped with relevant skills and knowledge Fresh graduates or individuals who are in the early career stage Job-hoppers Individuals who wish to change career fields Individuals with an unstable work/unemployment history Individuals re-entering the job market 	<ul style="list-style-type: none"> Fresh graduates or individuals who are in the early career stage Individuals who want to change career fields Individuals re-entering the job market Individuals who wish to develop a better self-understanding from ENOW experiences and/or looking for a position that can match with their own VASK.

1.6 Application of CV360[®] in Youth Services, Schools, and the Corporate Sector

CV360[®] aims to broaden young people’s vision of career and life planning by facilitating their self-understanding from various life experiences and supporting their diverse development with multiple pathways. The CV360[®] concept can be widely adopted in youth services and schools.

Career and Life Development Process



Engagement



Self-understanding



Career and Pathway Exploration



Career Planning and Management

CLP Intervention Strategies

Developing interest, awareness, and motivation	Provide CV360[®] information and online platform Introduce the CV360 [®] guidelines, video, website, and online platform to young people, so that they can freely organise their personal experiences and VASK, enhancing their awareness and motivation in career and life planning.		
Semi-structured learning	Career and Life Planning Activities / Training Inspire young people in organising their ENOW experiences and exploring personal VASK, record their self-discovery with CV360 [®] .		Training on CV360[®] Writing and Interviewing Skills Prepare young people to create their own CV360 [®] and attend job/admission interviews, using the related framework to strengthen their confidence and interview skills.
Career counselling	Use CV360[®] in CAR Counselling Intervention and Personal Archive Prepare a dedicated ‘Career Profile’ for each young person to record and organise their ENOW experiences. With regular individual/group career counselling sessions, young people can review their experiences and enhance self-understanding. Youth workers/teachers can inspire young people to explore different work or learning opportunities according to their own talents and strengths so that they are able to set career goals and make informed choices.		
Workplace learning			CV360[®] Interview Prepare employers/the corporate sector to apply CV360 [®] in mock interviews, allowing young people to present their talents (VASK) in a holistic way.

1.7 Benefits of Applying CV360®

Benefits for Young People

1. Broaden their vision for compatible education and life experiences, and motivate them to explore different pathways.
2. Develop better self-understanding through review of experiences gained within and outside of school, recognise their own strengths and values, and regain a sense of control in their own development.
3. Identify personal Values, Attitudes, Skills and Knowledge (VASK) to help make informed choices in career and life planning.
4. Learn to prepare a CV that can present their talents and abilities in a holistic way, and strengthen their confidence in job hunting/further study and taking on future challenges.
5. In addition to academic qualifications, learn and plan to transfer VASK learnt from ENOW experiences to work and daily life.

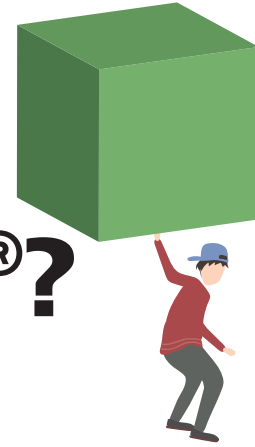
Benefits for the Corporate Sector

1. Understand and identify candidates' strengths and talents from a more comprehensive perspective for effective talent matching. In turn, this can encourage employees' development and promote their commitment and productivity in the workplace.
2. Emphasise candidates' VASK in the recruitment process to establish a positive corporate image.
3. Use the new recruitment perspective to carve out potential talents in the market and expand the talent pool to support business development.
4. Support other companies by establishing a talent management strategy for recruitment and talent matching that aligns with their business development goals.
5. Clearly define the job position and requirements using the ENOW-VASK framework to match with the right talents.

Benefits for Youth Workers (Teachers, Social Workers, and Career Counsellors)

1. Open a dialogue with young people about career and life development, and motivate them to take action in career and life planning.
2. Provide a simple career planning tool that can tie in with career counselling to help young people organise their life journey and identify their gained abilities. This can inspire them to explore different pathways and apply their unique VASK to life and work.
3. Facilitate young people to establish a personal career profile that can record their career journey and life experiences in a simple way.
4. Develop an archive of personal experiences that will prepare young people to better present their VASK in job/school interviews.
5. Broaden the counselling intervention in career and life planning, inspiring young people to develop a more holistic framework for their career, learning, and leisure development.

How to Apply CV360[®]?



2.1 Youth Workers' Beliefs and Attitudes towards Applying CV360[®]

Young people gain different experiences during their life journeys, and many of these adventures are closely related to their ENOW experiences. These life stories provide a good starting point for exploring career and life development. If youth workers embrace the chance to guide young people through reviewing and organising their life experiences, they will be able to help develop young people's self-understanding, facilitate them to establish self-identity, and encourage them make the best choices in personal development. Before using CV360[®] in career counselling and training, youth workers are recommended to develop the following essential **beliefs and attitudes**. The checklist below can help you to identify how closely you are aligned with these beliefs and attitudes:

Beliefs and Attitudes	Acquired	To be Developed
<p>Broaden understanding and vision of career</p> <p>Learning careers and leisure careers are equally as important as occupational careers in the ENOW perspective. Learning is not limited to formal educational experiences but also everyday life experiences. We have to cherish all of these real-life experiences and discuss them in the context of career and life planning. Through varied conversations, youth workers can learn about young people's leisure interests to uncover their VASK.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Cherish young people's unique paid and unpaid work experiences</p> <p>Youth workers must value the paid and unpaid work experiences young people have gained in various settings and see them as resources and opportunities for career interventions. Recognising their unique experiences can enhance young people's self-understanding.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>See young people as the masters of their own life journeys, providing them with plenty of space to explore values and establish identity</p> <p>Every young person is the master of their own life, and youth workers should walk with them as they explore their futures. Youth workers should let young people freely share their ENOW experiences, so that they can revisit neglected life experiences and listen to their inner voice during conversation. This dialogue will help them express their core values and construct a self-identity that is influential to their interpretation of future development.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Empower young people with the skills for career and life development</p> <p>Shift the focus from disengagement from studies or jobs to the exploration of paid and unpaid work experiences that young people are interested in. Through narrating their own life stories, young people can discover their transferable talents which encourage them to establish career and life goals.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consider the VASK built from paid and unpaid work experiences as transferable and transformable in the development of diverse career and life pathways.</p>	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Evaluation of CV360[®] for Young People in Different Stages of Career Development

Youth workers are recommended to understand young people's individual needs in career and life development before considering how to use CV360[®] as an intervention. Here are some suggestions for reference:

Career and Life Developmental Need (Please choose an area / a focus needed by the young person)	Function of CV360[®]	Expected enhancement to the core competencies (Please choose the competencies which the young person is expected to enhance)
Engagement <input type="checkbox"/> Possess an initial need to explore different directions for career and life development	Start a 'Personal Career Profile' and establish a conversation about career/life development to inspire and motivate their participation in ENOW experiences	<input type="checkbox"/> Engage in new experiences <input type="checkbox"/> Extend one's connections with others <input type="checkbox"/> Maintain interest in participating in activities related to career and life planning
Self-understanding <input type="checkbox"/> Experience self-exploration and wish to enhance self-understanding	Organise ENOW experiences and facilitate reflection on personal abilities, e.g. VASK, interests, and talents	<input type="checkbox"/> Know who one is and one's hopes and dreams in work and life <input type="checkbox"/> Engage in self-reflection and self-enhancement activities <input type="checkbox"/> Connect self-knowledge with pathway options
Career and Pathway Exploration <input type="checkbox"/> Prepare individuals for job seeking by building a functional CV that can present their talents through a holistic approach, highlight their uniqueness, and strengthen their confidence in interview preparation	Inspire individuals to explore different types of work/life based on their VASK and help them make informed decisions in career and life development	<input type="checkbox"/> Know how to explore multiple pathways and multiple forms of work and career <input type="checkbox"/> Know how to compare and prioritise pathway alternatives <input type="checkbox"/> Know how to set career and life goals
Planning and Career Management <input type="checkbox"/> Establish self-identity and goals, e.g. ready for work/ changing job/ return to work	Prepare individuals for job seeking by building a functional CV that can present their talents through a holistic approach, highlight their uniqueness, and strengthen their confidence in interview preparation	<input type="checkbox"/> Gain support and opportunities to overcome obstacles in order to achieve career and life goals <input type="checkbox"/> Manage career transitions and development <input type="checkbox"/> Set priority for personalised work-life balance

2.3 Career and Life Counselling with CV360[®] Intervention

Help Young People Uncover VASK from ENOW Experiences

Through personal growth journeys or involvement in voluntary service, young people can gain the necessary skills for career and life planning. In embracing the opportunity to provide career counselling and giving young people enough space to review and find meaning in their experiences, youth workers are helping young people discover life direction. When young people feel they are being understood and respected in conversation, they will be motivated to seek life values in a more proactive manner.

CLAP provides a concept of CAR intervention (Conversation, Archive and Review) for career counselling. It helps young people organise their diverse paid and unpaid work experiences, as well as the skills they have gained from learning activities. All of these can be recorded in CV360[®] as an 'Archive'. The three elements under CAR concept are indivisible and interrelated in career counselling, aiming to promote growth and development from experiences.



Conversation

An interactive conversation inspires young people to **explore their personal growth through their own ENOW experiences**. They can talk about the paid and unpaid work experiences they are interested in, learn to express themselves freely, and begin to listen to their own ideas about their VASK. Through both focused and unstructured conversations, young people can reconstruct the meanings of personal experiences they may have neglected, encouraging their discovery of inner hope, personal preference, strength, and ability. These conversations can also stimulate their imagination regarding future planning.

Archive

After organising various ENOW experiences, activities, and the related VASK, young people can record them in CV360® as **an archive of personal profile**. This archive format not only reflects their personal growth and service experiences, but also summarises their interests, studies, and accumulated ENOW-VASK in a convenient way. CV360® helps young people share their profiles and particulars with relevant parties. It works as a good foundation for their career development journeys, and can be used for future reference when making important career decisions. The recorded VASK will also provide encouragement to young people when they feel confused about their own vision or identity.

Review

The purpose of review is to broaden young people's perspectives in **evaluating the service experiences that involve the intervention of youth workers**. Through questioning and asking for feedback, young people can express what they have learnt and listen to their inner voice, helping them to unlock hidden VASK. These findings will influence them in their interpretation of future development and self-identity.



CAR Counselling Intervention Tools: Facilitating Young People in Uncovering VASK from ENOW Experiences



Adopting CAR Intervention Tools



Function



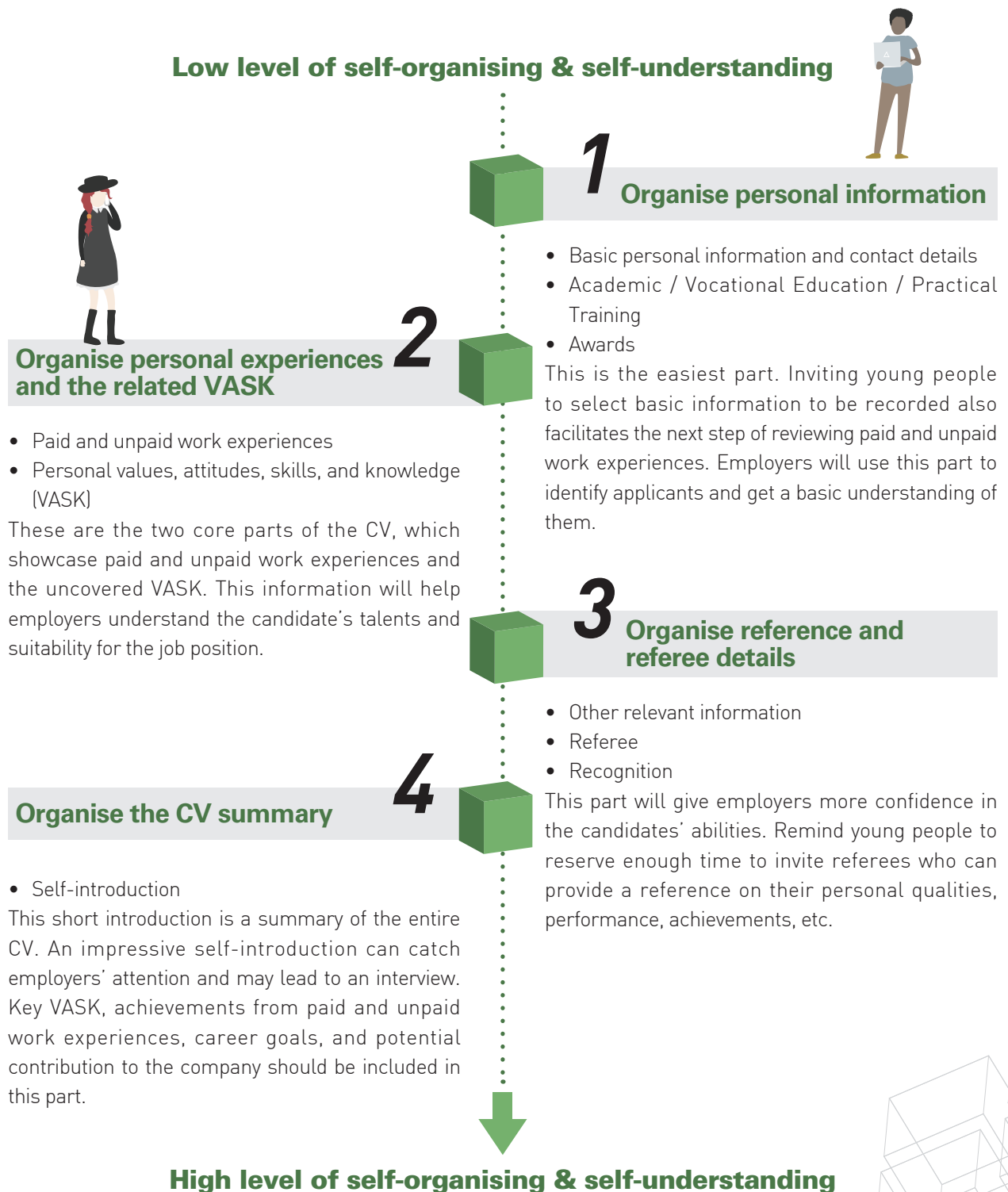
Appendix for Reference

1. Reference questions for an interactive conversation	Provide a framework for conversation; sample questions that facilitate young people's sharing of ENOW experiences and enhance self-understanding. ENOW-VASK card sort and reference checklists can also be used as assistance.	Appendix - A2 p. 45
2. Reference questions for reviewing career and life development service experiences	Provide a framework for reviewing service experiences; sample questions that facilitate review and enhance self-understanding. ENOW-VASK card sort and reference checklists can also be used as assistance.	Appendix - A3 p. 47
3. ENOW-VASK reference checklists	Provide a VASK reference list, young people can select the relevant wordings or expressions that help them to describe their ENOW-VASK.	Appendix - A4 p. 48
4. ENOW-VASK card sort	A card sort game that can stimulate young people to share their personal stories related to paid and unpaid work experiences and find the related personal VASK.	Appendix - A6 p. 58
5. CV360 [®] online platform	Provide a free online platform with clear steps helping young people record their ENOW experiences. The ENOW-VASK reference checklists are also included to help them communicate their related talents and skills.	Appendix - A7 p. 61



2.4 Steps to Help Young People Create Their Own CV360[®]

There are four steps to help young people create their own CV360[®], starting with 'Basic Personal Information' and ending with 'Self-Introduction'. The self-introduction also serves as a summary of the entire CV, so it is easier for young people to compile this after recording the details of their career and life journey. It is worth noting that the level of young people's self-organising and self-understanding will improve if they follow these steps. In the following section, we will introduce the components of CV360[®] and provide guidelines for youth workers to follow in order to support young people in building their personalised CV360[®].



The following steps are provided to help young people create their own CV360®. Youth workers should explain the steps in detail and confirm completion with a .

1 Organise personal information



Basic Personal Information and Contact Details

Basic guidance and instructions	Completed
1. Purpose: Provide basic personal information for identification and contact details to employers.	<input type="checkbox"/>
2. Only basic personal information and contact details are required. <ul style="list-style-type: none"> Applicants may use a bold or larger font style for their names, so that they stand out. Remind applicants to use/set up an appropriate email address for job applications, e.g. an email address that carries their name, david-chan@mail.com. Advise them to avoid email addresses containing nicknames or unprofessional ideas, such as crazylover@mail.com. 	<input type="checkbox"/>
3. Unless specified in the job ad, do not include personal information that is not related to the job opening, e.g. residential address, birthday, marital status, photo, nationality, religion, weight, height, etc. This is to avoid unnecessary discrimination.	<input type="checkbox"/>



Academic / Vocational Education / Practical Training

Basic guidance and instructions	Completed
1. Purpose: Showcase personal learning experiences which may include formal schooling, vocational training, professional training and accreditation.	<input type="checkbox"/>
2. List academic qualifications in reverse chronological order. <ul style="list-style-type: none"> For degree holders or above, please exclude secondary school information For secondary school students, please include the years/duration of study (e.g. Form 1 to 6) 	<input type="checkbox"/>
3. Write down the name of the institution/school, study year, study major, admission date (month and year), graduation date (or expected graduation date), certificates (if any) and date of awards (month and year).	<input type="checkbox"/>
4. Also include any relevant short courses and seminars attended.	<input type="checkbox"/>



Awards

Basic guidance and instructions	Completed
1. Purpose: Showcase affirmations of an individual's outstanding performance.	<input type="checkbox"/>
2. Awards can be presented in the form of trophies, titles, certificates, medals, badges, pins, bonuses, etc. They can also be open commitments to excellence without physical forms or titles.	<input type="checkbox"/>
3. CVs should be tailored to specific job openings. It is recommended to only list received awards, scholarships, or important achievements that are relevant to the position. Listing received awards helps to make a good impression on potential employers because it shows the applicant's personal talents, attitudes, goals, and standards of achievement.	<input type="checkbox"/>
4. List the awards in reverse chronological order, with details of the award name, the date it was awarded, and the awarding organisation or programme.	<input type="checkbox"/>
5. Before writing down the achievement, young people may need to check with their supervisor or teacher that they have the correct details.	<input type="checkbox"/>

2 Organise personal experiences and the related



Personal Experiences

Basic guidance and instructions Completed

1. **Purpose:** Showcase personal paid and unpaid work experiences.

2. Please help young people organise their experiences. Details can be found in **Part 2.3 Career and Life Counselling with CV360® Intervention**.

3. • **For job application purposes:**
 Please select the most important core experiences that are relevant to the position. If applicants are not sure what to include, offer guiding questions, e.g. Are the skills and knowledge gained from that experience relevant to the position? Would the experience and developed VASK improve your chance of getting an interview?
 • **For self-understanding purposes:**
 Please have young people select the experiences that make them feel proud, happy, satisfied, successful, etc. This can facilitate their future reflection of personal VASK. It is not necessary to record all the experiences.

4. Record experiences according to the six forms of work under ENOW. State the experiences in reverse chronological order. Focus more on recent experiences, notably in the last four to five years.

5. Emphasise the key period, main activities, roles, duties, lessons learnt, and achievements of the selected experiences.

6. For job application purposes, remind young people to minimise any blank periods of time that they may find hard to explain. Encourage them to appreciate their unpaid work experiences, such as travelling, studying or taking care of family. The VASK gained from these can be transferable to the workplace.



Personal Values, Attitudes, Skills and Knowledge (VASK)

Basic guidance and instructions Completed

1. Purpose: Showcase personal VASK gained from ENOW experiences.

2. Please support young people in organising their experiences. Details can be found in **Part 2.3 Career and Life Counselling with CV360® Intervention**.

3. Invite the young people to list out the Values, Attitudes, Skills and Knowledge (VASK) which they have gained from their own experiences. (Appendix A4. ENOW-VASK Reference Checklists may help.)

4. Guide young people to list the three most outstanding items under each ENOW-VASK category (e.g. the three most outstanding values, attitudes, skills and knowledge) that are transferable to the position. These can be presented to the employer during the job interview.

3 Organise reference and referee details



Recognition

Basic guidance and instructions Completed

1. **Purpose:** Provide proof of the applicant's abilities from third-party witnesses to an individual's career, education, and/or life development.
2. Guide young people to invite one or two previous employers, mentors, teachers, career counsellors, etc. to be referees that affirm their suitability for the position.
3. Guide young people to invite their referees(s) to make positive comments about their performance, ability, and talent during the time they spent together.
4. Remind young people to write down the name of their referees(s) and their relationship with them.



Others Relevant Information

Basic guidance and instructions Completed

1. **Purpose:** Provide any additional information related to the position, such as personal achievements, publications, or photos, which may help the employer understand the applicant's talents.
2. Let young people share any information that is relevant to the position or that focuses on recent achievements.



Referee

Basic guidance and instructions Completed

1. **Purpose:** Provide comments on one's performance and ability to a recruiting organisation/employer.
(* In general, this is not required unless the employer asks for it. If it is specified in the job ad, the applicant should provide the contact information of a referee and the nature and length of their relationship.)
2. Advise young people to contact two referees who have witnessed their study/work performance. Examples include previous/current employers, supervisors, teacher/tutors, coaches/mentors, social workers, career counsellors, etc.
3. Remind young people to provide the details of their referee(s), including full names, position, organisation name, address, contact number, email address, and their relationship with the referee.
4. Please remind young people to get consent from the referees and ask for their preferred contact method before providing these details to an employer. If they cannot find a referee before the application deadline, they may write 'reference available upon request' on the application and try to find a referee after sending the application.
5. Remind young people that they should avoid listing family members or friends as referees as they may have a conflict of interest (bias) and therefore will unlikely to be accepted by an employer.
6. Remind young people to be sure that their referee has positive comments to say about them before they make contact.

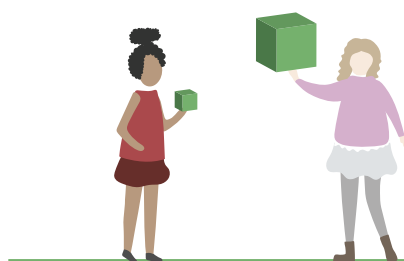
4 Organise the CV summary



Basic guidance and instructions

Basic guidance and instructions	Completed
1. Purpose: Provide a short summary to help employer have a preliminary understanding about the applicant.	<input type="checkbox"/>
2. Suggest including the following elements in the self-introduction: <ul style="list-style-type: none"> • Key personal VASK that are transferable to the position • Related paid and unpaid work experiences which helped to develop the above VASK • Career goals and action plans • Potential contribution to the company/the position based on own experiences and VASK 	<input type="checkbox"/>
3. There is no specific word count, but it is recommended to keep it precise and concise: <ul style="list-style-type: none"> • Keep it within 120 words and write a maximum of five sentences • Use short sentences and bullet points 	<input type="checkbox"/>
4. Suggest completing the self-introduction at the end as a summary of the entire CV.	<input type="checkbox"/>

(Please also refer to Appendix **A8. CV360® Quick Checklist for easy reference.**)



2.5 Interview Preparation with CV360[®]

It is inevitable that every young job seeker will have to face job interviews at some point. For young people, interviews are an important step in achieving career and life goals. For employers, interviews provide the opportunity to assess applicants' suitability for the role and the company culture. However, many employers report that they find it challenging to get a clear picture of some young applicants from their interview performances. According to the observations of employers and human resources managers during interviews, young applicants often:

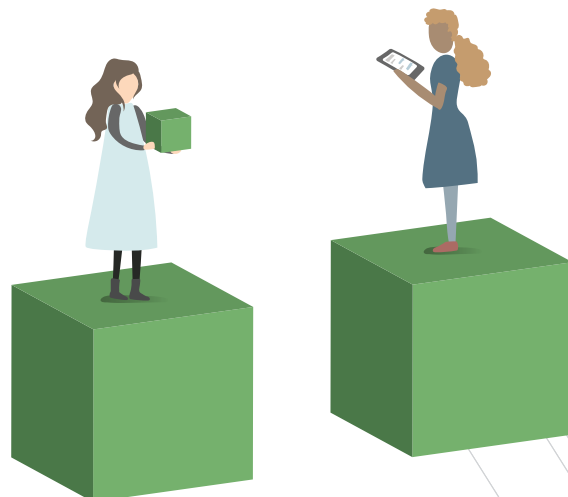
1. talk solely about their academic background and certificates in the 'self-introduction' part;

2. do not know how to express clearly about their strengths and talents;

3. do not know how to express clearly about how to apply their strengths to the position; and

4. do not know how to express clearly about their short-term and long-term career goals.

Most young people have a wealth of paid and unpaid work and life experiences. They have diverse talents and skills that are worthy of organisation in preparation for interviews. CV360[®] provides a framework with guiding steps to help young people organise their personal experiences, which, in turn, can also enhance their level of self-awareness and self-organisation. Drafting a summary of their personal profile for the 'self-introduction' part of CV360[®] also helps them to prepare for an interview.



Prepare Young People for Interviews with CV360®

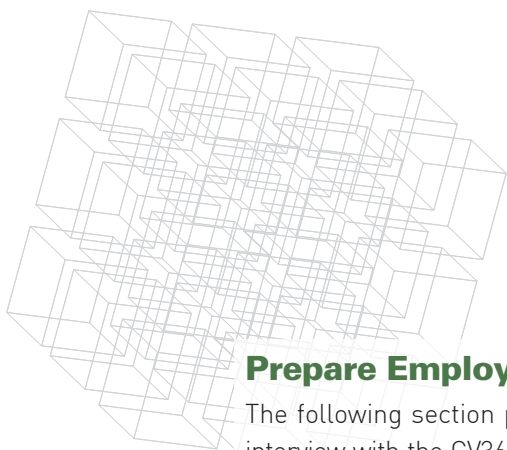


Interview area



Make use of the following CV360® interview preparation notes

Self-Introduction	<p>Self-introduction</p> <p>Use this summary for self-introduction in the interview:</p> <ul style="list-style-type: none"> • Personal strengths and talents developed from paid and unpaid work experiences • Career goals and action plans • Key personal VASK that are transferable to the position
Personal strengths	<p>ENOW experiences and personal VASK</p> <p>Help the employer understand personal talents through the sharing of real-life experiences, which may include:</p> <ul style="list-style-type: none"> • The most memorable paid or unpaid ENOW experience • The role, duties, and activities of that experience • Personal VASK developed from that experience • How to transfer the VASK to the position
Understand the suitability of the applicant to the position	<p>Personal VASK</p> <ul style="list-style-type: none"> • Work with the applicant to organise job information through field observation and online research or workplace visits, and help them gain an in-depth understanding of the job position • Discuss how to apply their VASK to the position so that they can contribute to the organisation
Others' feedback on personal performance	<p>Recognition</p> <p>Remind the applicant to mention the recognition and positive comments they received from their referees</p>
Career Goals	<p>Self-introduction</p> <p>Stating short-term career goals and plans can help the employer understand what kind of actions the applicant will take to contribute. Discuss long-term career and life goals to facilitate the sharing.</p>
Situational questions	<p>Personal VASK</p> <p>If the scenario given is similar to the applicant's ENOW experiences, share the personal VASK that they would apply/consider when dealing with the situation.</p>
Questions from the applicants	<p>To show sincerity, interest in the position, and good interview preparation, remind the applicant to ask questions that are relevant to the organisation or job position.</p>



Prepare Employers to Apply CV360® Ideas in Interviews

The following section provides suggestions to employers about how to conduct an interview with the CV360® concept and ENOW-VASK perspective, which can help them to understand young people's talents from a more comprehensive view:



Theme

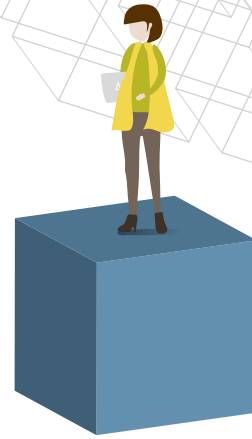


Sample interview questions

Self-introduction	<ul style="list-style-type: none"> Please take a minute to introduce yourself.
Personal strengths	<ul style="list-style-type: none"> You have many personal experiences on your CV, could you please share the most valuable one? From these experiences, what are the most important Values / Attitudes / Skills / Knowledge (VASK) you have gained?
Understand the suitability of the applicant to the position	<ul style="list-style-type: none"> How would you use your strengths/talents in the position you are applying for? You have mentioned that you value creativity (an example of Values). Please share how creativity would help you to perform well in this job? What would be your biggest challenge if you took up this position? How would you use your personal VASK to deal with the above challenge?
Others' feedback on personal performance	<ul style="list-style-type: none"> Is there anyone you have worked with who would recognise and confirm your strengths and talents?
Career goals	<ul style="list-style-type: none"> What are your short-term/long-term career and life goals? Which of these goals are the most important to you?
Situational questions	<ul style="list-style-type: none"> If there was a situation of..., how would you deal with it? <i>(Employer may design a scenario in the workplace and observe if the applicant can manage the situation with the ENOW-VASK that have been mentioned.)</i>
Questions from the applicants	<ul style="list-style-type: none"> Do you have any questions? <i>(Please allow time for the applicant to raise questions so that you can understand more about their intentions, interest in the position, and interview preparation.)</i>

3

Reminders of CV360[®] Intervention



3.1 Favourable Factors for CV360[®] Application

CV360[®] is applicable in schools, youth services, and workplaces in supporting young people's career and life planning. In using CV360[®] as an effective intervention tool, young people, youth workers, and the corporate sector are taking an influential role in the future of youth employment. The following reminders can make CV360[®] more effective in different applications.

Youth Workers - Support Young People Using CV360[®]



Favourable Factors

1. Fully master the core concepts of CV360[®].
2. Recognise that ENOW experiences help to build personal VASK and break the social stereotype of only assessing someone's academic qualifications.
3. Cherish young people's unique paid and unpaid work experiences.
4. Broaden the perspective of career counselling by no longer focusing solely on further study and employment.
5. Fully master the steps and skills of building a CV360[®].
6. Make use of the counselling and supporting tools to facilitate young people in organising their ENOW experiences and VASK.
7. See young people as the focus and provide them with enough space to share, resisting the urge to interrupt.

Young People - Using CV360[®]



Favourable Factors

1. Understand and believe that ENOW experiences can build personal VASK.
2. Cherish their own VASK developed from personal ENOW experiences.
3. Know how to organise paid and unpaid work experiences and find their own VASK.

The Corporate Sector – Broadening the View of Talent Recruitment with CV360®



Favourable Factors

1. Understand and agree with the ENOW-VASK concept.
2. Support young people using CV360® to display their talents with an all-round perspective.
3. Cherish the VASK young people have developed from ENOW experiences, instead of only focusing on academic qualifications and paid work experiences.
4. Be open-minded. Accept applicants' non-academic experiences and understand their talents from a VASK perspective.

3.2 Difficulties and Recommendations



Difficulties

1. Young people do not yet have the mindset to organise or review their paid and unpaid work experiences.
2. Young people query the value of their unpaid work experiences.
3. Young people think that they do not have any paid or unpaid work experiences that deserve to be valued or admired.
4. Young people lack actual paid and unpaid work experiences.
5. Young people do not have enough vocabulary to express their strengths and talents.
6. Young people may not be ready for the high level of participation required for collecting information, organising experience, contacting referees.

Recommendations



1. Use the ENOW-VASK card sort and 'My Shining Life Journey Record' to help young people share. The guiding questions will encourage them to describe more details and express their feelings about any neglected experiences.
2. Encourage them to appreciate their unpaid work experiences and reassure them that even travelling, studying, and taking care of family can help to develop valuable VASK that are transferable to the workplace.
3. Ask young people to describe their own VASK with the help of ENOW-VASK card sort or reference checklists. Guide them to think about a situation that has cultivated their VASK and then further explore the related ENOW experiences.
4. Use CV360® to build personal career profiles. Motivate them to explore new experiences, and start a conversation with them about career and life development.
5. The ENOW-VASK card sort and reference checklists are provided to facilitate their self-expression.
6. Explain the structure of CV360® and the steps taken to build it. Collaborate with them about the progress timeline and the area of focus in each meeting.

3.3 Points to Note During Interventions



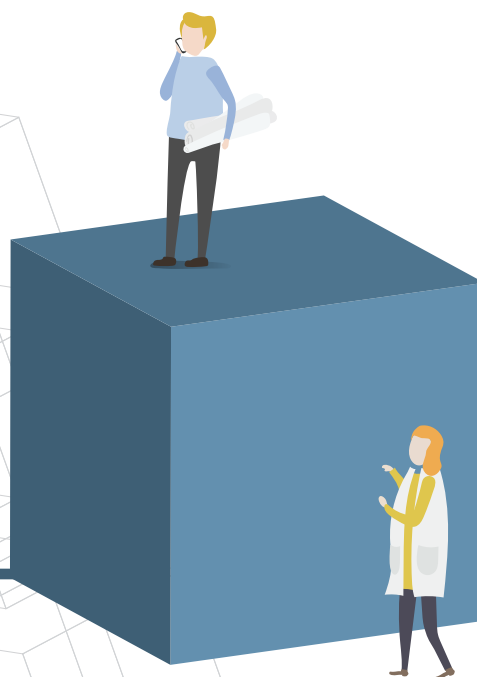
DOs

1. See young people as the centre and get them involved in the whole process of building a CV360[®]. Youth workers should assume a facilitator role, leading from behind and providing guidance when necessary.
2. Create a CV360[®] personal profile for each young person, and review their experiences and VASK regularly. It also serves as an archive for future use.
3. Listen to young people's personal experiences with curiosity and acceptance.
4. Reserve sufficient time for reviewing the experiences together during the production of CV360[®], especially for the first time.
5. Select the VASK (developed from their main experiences) that are transferable to the position.



DON'Ts

1. Modify the content of CV360[®] for young people without their participation.
2. Prepare the profile at the last minute before an interview, without reserving enough time to review personal growth and organise the relevant information.
3. Criticise their unpaid work experiences.
4. Treat CV360[®] as an instant tool for single use or rush it without a serious review of the experiences listed.
5. Write a long list of ENOW-VASK that may not be relevant to the position.



Sharing from



CV360[®] Users

The purpose of CV360[®] is to broaden young people's understanding of the definition of work. It helps widen the perspective of career and life development and integrate paid and unpaid work experiences, so that young people can recognise their own talents and be seen. We interviewed different CV360[®] users, including young participants, corporate representatives, and youth workers, to collect their feedback on CV360[®]. From the comments below, it is clear that CV360[®] has brought a positive influence to different stakeholders.

Feedback from Young People



Wing-lam

Left school at Form 1,
currently working as a shop stock keeper

Traditional CVs only focus on academic achievements, and I never had much to share. However, CV360 helped me talk about experiences. I had a lot of stories to tell and I was able to find my own talents from them. I can tell potential employers about how I can transfer my VASK to the position so that they can understand my potential from different angles. You can be vague about your education background, but not about experiences because they involve a lot of detail. My experiences reflect my authentic self.

Hoi

Form 6 graduate, candidate of HKDSE

In the past, I felt a sense of pressure whenever I had to write a CV, as I did not have much to write. However, CV360 showed my values, personality, interests, and talents, which I couldn't present in other CV formats. Using it strengthens my confidence to perform better in an interview.



Job Seekers

Job seeker

with few years of front-line customer services experience, considering a career change

I have been working in the front-line customer services for a few years and am now applying for a culture management position. I really appreciate that the employer valued and considered the leadership and management skills gained from my experience of organising an orchestra. I got an opportunity to present how I could apply my talents to the position. It was an impressive interview experience and I look forward to finding out if I can join the organisation.



Job seeker

University graduate with eight years of management experience

After working for the same company for eight years, it felt like I only knew how to fulfill requests from my work supervisor and assess myself based on his evaluations of my performance. I really felt lost sometimes. Using CV360 to prepare for a job interview, I gained a chance to reorganise my thoughts and review my own strengths and values. It gave me a better understanding of what type of job would develop my talents. I know how to gain job satisfaction now, instead of just fulfilling others' desires.



Job seeker

University graduate with few years of marketing and sales experience

My first CV360 interview was special. Instead of focusing on my work experiences, the employer asked about the different unpaid and non-work experiences I had, including voluntary services. My personality and talents were considered when the employer evaluated my suitability to the position. I also gained a better self-understanding in the process. I hope I am able to use my strengths to contribute to the organisation.



Feedback from the Corporate Partners



Mr. Tommy Lai

Marketing & Partnership Director,
Hong Kong International Aviation Academy

CV360 has been a useful tool to facilitate our students in job seeking. The VASK framework introduced in the CV360 guides them to discover their strengths developed from their personal experiences, which are not just limited in paid work experiences but also their daily lives and training courses. The students have become more confident in presenting their talents, skills and qualities to the employers with the help of CV360.

Our business partners also said that CV360 provides them a holistic perspective to discover young people's potential, with these young people may only have limited work experiences. The talents that aviation industry is looking for are very diversified as there are many different roles and positions in the industry. Instead of focusing on educational background, the industry put more emphasis on the applicants' passion, learning ability and attitudes. CV360 helps employers to understand the young applicants' talents better and therefore enhance the effectiveness of the job-matching process.

Mr. James Leung

Executive Director, Pricerite Home Limited

Talent shortage has always been a challenge in the business community, and we have to open up channels to absorb talents. In our collaboration with CLAP, we tried to adopt CV360 concepts and tools in our recruitment and selection process. Different from the traditional résumés, CV360 shifted the emphasis from academic qualifications and paid work experiences to personal talent. Through understanding young people's skills from their paid and unpaid work experiences, we learn more about their Values, Attitudes, Skills and Knowledge (VASK) in interviews. As different positions require different talents, CV360 has improved the effectiveness of our talent matching and we can easily assign an individual to the position that aligns with their VASK. The concept inspired us to take a more holistic perspective in defining talent, which helped us find those hidden or unexplored talents in the community.





Mr. Alfred Tse

Associate Director of People & Culture, ISS Facility Services Ltd.

Traditionally, we usually place a lot of emphasis on credentials and work experiences. CV360 inspires us to appreciate the strengths and attitudes of young people. Through applicant's unpaid work experiences, we are more aware of their personalities and values, and how to match them to the right positions. CV360 does help us to better evaluate employees' potential and formulate training strategies.



Mr. Ming-wai Lau

Vice-Chairman, Youth Development Commission

Most employers are used to recruiting talent based on simple information such as candidates' universities, credentials and qualifications. However, similar practices may no longer be useful in identifying the right talent nowadays.

Many university graduates still rely on traditional ways such as their majors, GPA and extra-curricular activities to showcase their personal qualities. However, employers often find that there is a gap between their expectations and applicants' actual performance.

CV360 is a straight-forward résumé enabling employers to better understand applicants' Values, Attitudes, Skills and Knowledge, and verify them through applicants' life stories. CV360 can help employers to identify the right talent for the right jobs.

Feedback from Youth Workers



Mr. Brian Cheng

**Chief Operating Officer, Generation Hong Kong
Programme Director, Generation X CLAP**

CV360 demonstrates a significant value-add not only in strengthening the employability of young people, but also in enhancing the effectiveness of talent matching on the corporate side. On the youth side, through developing their own CV360, they have discovered a lot more about themselves and are able to make informed career choices. On the corporates side, CV360 enabled their hiring managers to make more informed hiring decisions, while using VASK in talent matching has also helped them better connect to young people and engage employees.

Mr. Yip Tai Yin

Career Counsellor, HKSKH Bishop Hall Secondary School

CV360 gave me a new perspective on appreciating young people and has broadened the possibilities of career counselling intervention. CV360 is not just limited to further study and employment, but can be used to explore young people's potential through the development of their interests as well.



CLAP for Youth @ JC established a CV360® team in 2017 to promote the new CV format to different stakeholders and provide related training, here is the sharing from the team members:

Ms. Apple Tse

**Team Leader,
Hong Kong Christian Service (Kowloon West)**

There are many talented young people in Hong Kong, however some of them get limited opportunity in workplace due to their academic background, resulting in talent mismatch. CV360 not just encourages young people to showcase their all-round talents and VASK gained from diverse experiences, employers can also use it as an effective tool to enhance recruitment and human resources management. "Right talent to right position" becomes very practical and it strengthens the corporate partners' competitiveness. We hope to see CV360 can be widely adapted in talents development.

Mr. Ringo Chan

**Team Leader,
The Boys' and Girls' Clubs Association of Hong Kong (Kowloon East)**

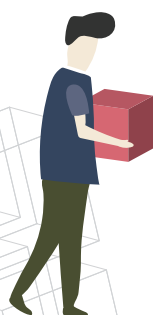
When introducing CV360 to our corporate partners, we usually receive the same feedback that CV360 enhances their understanding of the applicants. Applicants are more proactive to share their experiences in the job interviews, and they can demonstrate their strengths through different unpaid work experiences including interests development, voluntary work, household provisioning, etc. CV360 improves the effectiveness of talent matching and saves the time in the selection process.



Mr. Daniel Kwan

**Team Member,
Hong Kong Children and Youth Services (NT East)**

Our society emphasises competitiveness and the younger generation are usually being criticised as not capable. To get rid of the defined 'success' in social stereotype, CV360 is a breakthrough to encourage young people understand their experiences, talents and strengths in a new perspective. It motivates them to follow their values when making career and life choices, which is more favourable for their development.

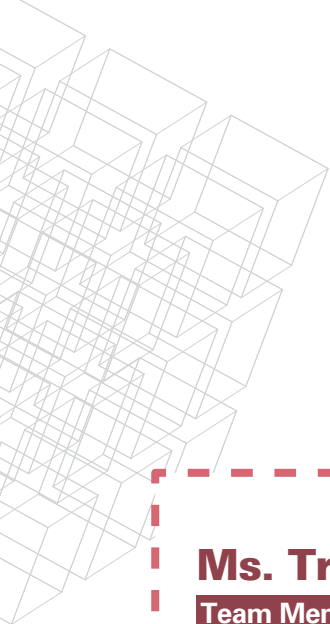


Ms. Michelle Wong

**Team Member,
Evangelical Lutheran Church Social Service – Hong Kong (NT West)**

We are in a society that takes credentials as skills and knowledge. However, I have come across some young people who can communicate well in Japanese or Korean who do not have the related certificates; while I have some friends with driving licenses but never drive again after getting the licenses. Do we truly believe in defining talents with credentials? In this ever-changing world with the advancement of technology, it is more important to identify our own values, attitudes, and to develop transferable skills and knowledge. CV360 provides an effective framework to encourage the continuous development of our individual strengths, and to meet the challenges of different roles in our career and life journey.





Ms. Tracey Hui

**Team Member,
Hong Kong Christian Service (Kowloon West)**

CV360 is not only a résumé that displays young people’s talents; building the CV with them is a joint journey in exploring and organising their life and experiences. They can use a broader perspective to recognise the values and talents accumulated in paid and unpaid work experiences. They can transfer their unique strengths to the workplace and everyday life.



Mr. Samuel Heung

**Team Member,
The Boys’ and Girls’ Clubs Association of Hong Kong (Kowloon East)**

When working with young people on their CVs in the past, there wasn’t much to write as we were limited by the traditional format. However, CV360 facilitates young people to review what they’ve learnt from various experiences. It enables us to create a more comprehensive CV and helps them identify their talents and values at the same time.

Ms. Emil Lam

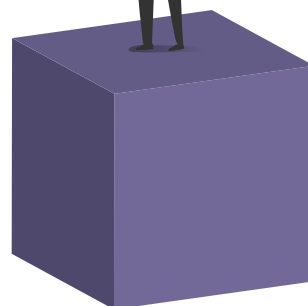
**Team Member,
Hong Kong Young Women’s Christian Association (Hong Kong Island)**

CV360 provides a systematic framework which helps young people organise their experiences and find their developed Values, Attitudes, Skills and Knowledge (VASK). This can boost their confidence in taking on future challenges. We are glad to see that young people are greatly motivated to share their talents and strengths in the process of establishing CV360.



Appendix

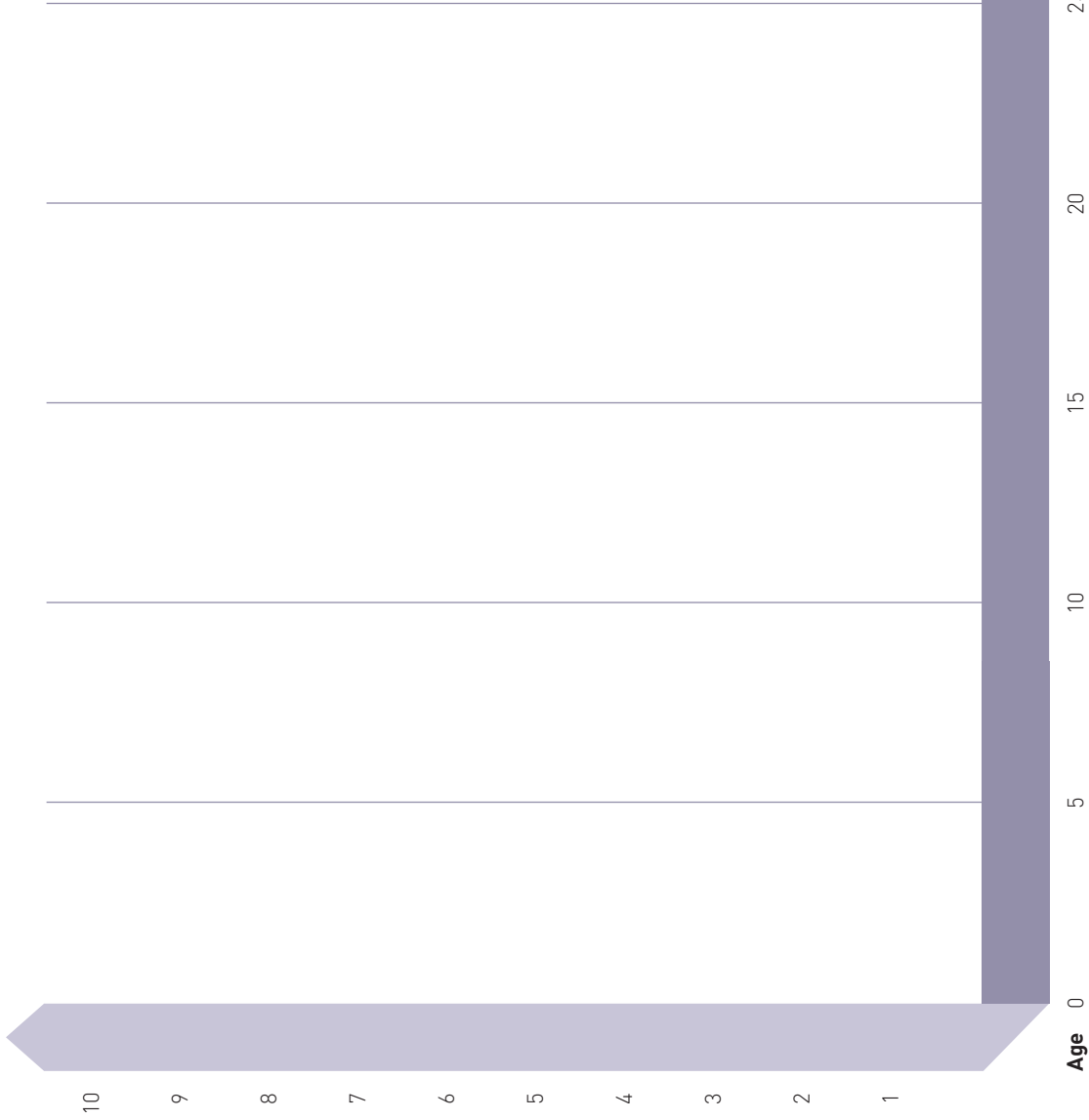
Intervention Tools



**for helping
young people
create their own
CV360[®]**

A1. My Shining Paid and Unpaid Work Experiences

Experience Rating



Choose your most memorable paid or unpaid work experience(s). Then, choose the feeling symbol that best describes them (see below). Finally, draw the relevant symbol on the graph, making sure that you align it with the age you were during the experience, and to what level it is correct (0: the least, 10: the most). Think about the details, such as when it happened, what you did, what you learnt or achieved, etc.



Represents the most successful experience



Represents the most satisfying experience



Represents the most enjoyable experience

What did you gain from the experience(s)? Did you discover anything new about yourself? Please write down your findings:

Values: _____

Attitudes: _____

Skills: _____

Knowledge: _____

Career and Life Journey

Age

25.....

20

15

10

5

0

A2. Questions for Reference: Uncovering VASK from ENOW Experiences

Through an interactive conversation, young people can share their ENOW experiences which, in turn, can enhance their self-understanding. By recognising their own Values, Attitudes, Skills and Knowledge (VASK), they can establish a new identity. Youth workers often encounter situations in which young people are willing to share but do not know where to start. The following conversation framework and sample questions can facilitate young people in organising their experiences. If young people have difficulty expressing themselves, the ENOW-VASK card sort and reference checklists can be also used for assistance.

1 Start a conversation. Let the young person understand the purpose of the conversation by using the questions and prompts below:

- Brief self-introduction of both the youth worker and the young person
- What do you want to know about yourself? How do you think about yourself?
(You may go back to this question at the end of the counselling session to stimulate their self-reflection.)
- If you want to enhance your self-understanding, you may need to open up and share more about your thoughts. I will work with you throughout the process. Are you ready to start the journey?
(Wait for the young person's response and observe if they seem to be ready.)
- Everyone has different life experiences which can develop our strengths and talents. There are many areas outside of studying that you might be interested or already active in, such as taking care of family, volunteering, interning, or getting a job. I would like to know more about your interests and experiences. I believe you will discover a lot about yourself if you share them.

2 Invite the young person to review and select a memorable ENOW experience that they wish to share. Use the questions and prompts below :

- Which of your experiences was the most memorable to you? Why?
(Allow the young person to share whatever they want, regardless of the nature of the experience - e.g. unpleasant, difficult, happy, etc. After, discuss and explore the details of the event with them.)

3 Guide them to describe the selected ENOW experience in detail, including duration, activity, role, duty, etc. Use the questions and prompts below :

- During the experience you have just shared, what exactly made you feel most content, proud or satisfied? Why?
(Let the young person share first, and then ask for more details in a curious and caring manner.)
 - When did it happen?
 - How long did it last for?
 - Where did it occur?
 - What happened?
 - Was anyone else there? If so, who, and what did they do?
 - How do you feel about the experience now?
 - What did you think about yourself during the experience?
 - What did you learn from the experience?

4

Uncover personal VASK from ENOW experiences (ENOW-VASK reference checklist and card sort can be used for assistance). Use the questions and prompts below:

Self-Understanding

During or after that experience:

- What did you discover about yourself? How did you make this discovery?
- What were your strengths?
- How can these strengths help you in future development?

Skills and Knowledge

During or after that experience:

- What kind of knowledge or skills did you use to help yourself?
- Which skills did you feel most confident using?
- Which areas / what kind of things did you become knowledgeable about?
- If you were given the option, what kind of skills / areas of knowledge would you be most interested in having? How would you use these skills / this knowledge?
- What skills / knowledge you have gained in the past have been helpful to you?

Attitudes

- How would you describe your attitude / behaviour in everyday life? How would you describe your attitude / behaviour towards others?
- Did you behave differently in the experience you described? If so, how?
- What kind of attitude / behaviour was reflected in this experience?

Values

Thinking about that experience:

- Which part did you treasure most?
- Which part most reflected your values?
- How much did you care about it? Rate it on a scale from 0 to 10, where 0 means you did not care at all and 10 represents you cared a lot.
- How would you feel if the thing you just mentioned was taken away or disappeared?
- If you were granted one wish, what would you wish for?
- If you had to do something or give up something to make this wish happen, what would you do or give up?

Review personal learning and development from ENOW experiences. Use the questions and prompts below:

5

- What have you learnt from the experience?
- How will you achieve your goals using the skills and talents you have developed?

6

Explore other experiences that can show their talents. Use the questions and prompts below:

Do you have any other paid or unpaid work stories to share? They can be short-term or long-term experiences.

(If they have other experiences to share, repeat questions from part 2-5.)

A3. Uncovering VASK from 'Career and Life Counselling' Service Experiences

The purpose of reviewing 'career and life counselling' service experiences is to inspire young people to evaluate what they have learnt with the intervention and supervision of youth workers. The review session can be conducted one-on-one or in a group setting, and usually happens shortly after the experience so that it is still fresh in their memories. Regardless of the type of review session you choose to have, it would be beneficial to schedule regular individual career counselling meetings with each young person. The following questions should be put forward to young people so they can review their experience, record their answers and keep them in CV360® as an archive. Youth workers should encourage young people to express their feelings and new discoveries in detail so that they can tap into their inner voice. If young people find it hard to express themselves, the ENOW-VASK card sort can be used to facilitate the process. Below are the sample questions for reference.

Describe the experience

- Can you talk about a particular service experience you've had?
- When did it happen?
- Where did it occur?
- What happened?
- What was your role?
- Was anyone else there? If so, who, and what did they do?

Reflect on the experience

- How did you feel during this service experience?
- Did you discover anything new about yourself from this experience?
- During the experience, what skills or areas of knowledge did you use to help yourself? (related to skills and knowledge)
- What skills did you feel you demonstrated best? (related to skills and knowledge)
- What kind of attitudes / behaviour did you have during the experience? (Attitudes)
- What kind of attitude do you most care about having? (Attitudes)
- Did you know that you had these talents / abilities before the experience?
- Did anyone appreciate your performance in the experience? If so, who?

Construct meaning

- What was the most meaningful part for you?
- Did the experience inspire you to pursue any particular values?

Learn from the experience

- What did you learn from the experience? (e.g. VASK)

Reconstruct the experience

- If you could go through the experience again, what would you change?
- If others were able to observe you performing differently during this experience, what kind of comments would you expect to receive from them?

Look ahead

- After recognising the values you possess, what do you want to achieve in the future?
- How will you achieve your goals using the skills and talents you have developed from this service experience?
- If you were going to apply for a job, how would you transfer your VASK to it?

A4. ENOW-VASK Reference Checklists

In the process of counselling and building CV360[®], youth workers should assist young people in identifying their VASK from personal experiences. Young people should be encouraged to express these in their own ways so that we can understand from their points of view. If they find it difficult to explain their VASK in their own words, the following checklists sourced from different literatures can be used as a tool to facilitate self-reflection. Please note that these checklists do not aim to provide a normative and definitive set of VASK choices for young people; they are free to present their VASK in any way they prefer.

Values

Everyone has significant goals that they aim to achieve. What do you want to pursue in life? Thinking about your paid and unpaid work experiences, what kind of values have you developed?

If you find it difficult to review your experiences, the reference checklist below may help you. Please choose a maximum of 10 values that are important to you, and think about which experiences helped you discover these values. Then, select the three values that are the most important to you.

	 Values (V)	 Description for Reference
1	A comfortable life	Being comfortable and avoiding stress
2	A world at peace	A world free of war and conflict
3	Ability utilisation	Using one's abilities in different scenarios
4	Achievement	Challenging myself and working hard to improve
5	Aesthetics	Making and working with beautiful things
6	Belonging	Being accepted by others and feeling included
7	Concern for others	Caring about the wellbeing of others
8	Concern for the environment	Caring about the protection and preservation of the environment
9	Conformity	Avoiding actions that may violate social expectations (such as politeness, obedience, honouring parents and elders)
10	Creativity	Discovering, developing, or designing new things
11	Economic return	Obtaining large financial rewards from one's work
12	Equality	Everyone being treated equally and enjoying equal opportunity
13	Fairness	Impartial and just treatment without favouritism or discrimination
14	Freedom	Independence and free choice
15	Health	Physical and mental wellbeing
16	Honesty	Sincerity and truthfulness



Values (V)



Description for Reference

17	Humility	Modesty about one's importance and accomplishments
18	Independence	Having a sense of autonomy with one's decisions and actions
19	Inner harmony	Freedom from inner conflict
20	Interdependence	Meeting the expectations of one's family, social group, team, or organisation
21	Kindness	Being considerate and caring
22	Lifestyle	Work and life choices that permit one to live they like and to be the type of person they wish to be
23	Loyalty	The quality of being faithful to a person or belief
24	Personal development	Growth as a person
25	Power	Enjoying social status and prestige, or control or dominance over people and resources
26	Prestige	Positive reputation gained through success
27	Privacy	Have alone time
28	Relationships with co-workers	Enjoying friendship with and understanding from those one works with
29	Responsibility	Being dependable and trustworthy
30	Risk	Do risky things
31	Security	Safety and stability
32	Self-control	Self-discipline
33	Self-respect	Self-esteem
34	Social recognition	Gaining respect and admiration from others
35	Spirituality	Having spiritual beliefs that reflect being a part of something greater than oneself
36	Stimulation	Activities causing excitement or strong responses
37	Supervisory relationships	Treasure working with a supervisor who is fair and easy to get along with
38	Tradition	Respecting customs from one's culture, family, or religion
39	True friendship	Close companionship
40	Variety of work	Treasuring a mix of work responsibilities, tasks, or roles
41	Wisdom	The quality of having knowledge of what is true and good judgement
42	Working conditions	A concern for the physical environment in which one works

Attitudes

Attitudes are often nurtured and developed from life experiences. Thinking about your paid and unpaid work experiences, what kind of attitudes or behaviours did you develop?

If you find it difficult to review your experiences, the reference checklist below may help you. Please choose a maximum of 10 attitudes that you carry and think about which experiences helped you discover these attitudes or behaviours. Then, select the three attitudes that are the most important to you.

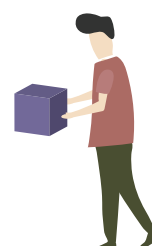


Attitudes (A)



Description for Reference

1	Accurate	Precise, free from error
2	Calm	Low anxiety levels, relaxed
3	Candid	Truthful, straightforward, frank
4	Cheerful	Happy, personable
5	Comforting	Soothing, caring
6	Conscientious	Careful, meticulous, hard-working
7	Cooperative	Willing to work with others
8	Culturally sensitive	Has a respect for different cultures/ways of life
9	Decisive	Makes decisions easily
10	Detail-oriented	Thorough, pays attention to detail
11	Empathetic	Compassionate, relates to others
12	Flexible	Adaptable, willing to make changes, adjust
13	Focused	Concentrates on a particular goal
14	Friendly	Pleasant, warm, approachable
15	Hard-working	Willing to work and makes efforts
16	Helpful	Supportive, willing to give a helping hand
17	Honest	Truthful, honourable, fair





Attitudes (A)



Description for Reference

18	Humble	Modest
19	Independent	Self-reliant
20	Initiative	Self-motivated, self-directed, proactive
21	Inquisitive	Curious, a yearning for knowledge
22	Life-long learning	Continuous learning
23	Loyal	Faithful
24	Mature	Grown-up, sophisticated
25	Open-minded	Open to new things, ideas and views
26	Optimistic	Hopeful
27	Patient	Tolerant
28	Persistent	Determined, persevering
29	Polite	Courteous
30	Positive	Looking at the good side of things
31	Punctual	On time, good attendance, meeting deadlines
32	Respectful	Polite to others
33	Self-confident	Having a sense of confidence
34	Sincere	Genuine, truthful

Skills

Transferable skills enable us to manage issues and challenges in our daily lives and workplaces. Thinking about your paid and unpaid work experiences, what kind of skills have you used to help yourself? What is your most outstanding skill?

If you find it difficult to review your experiences, the reference checklist below may help you. Please choose a maximum of 10 types of skills that you have, and think about which experiences helped you learn and refine these skills. Then, select your three most outstanding skills.



**Skills
(S)**



**Description for
Reference**

1	Active learning skills	Able to understand the implications of new information for both current and future problem-solving and decision-making
2	Active listening skills	Able to pay full attention to what is being said, take time to understand the points being made, ask questions as appropriate, and avoid interrupting
3	Adaptability skills	Able to adapt to new situations and settings, to cope well with change, and show flexibility towards the needs of the moment
4	Administrative/clerical skills	Able to operate computers and other basic office equipment, and design and maintain filing and control systems
5	Analytical/logical thinking skills	Able to draw specific conclusions from a set of general observations or specific facts and synthesise information and ideas
6	Coaching/monitoring skills	Able to give feedback in a constructive way and help others increase their knowledge or skills
7	Complex problem solving skills	Able to clarify the nature of a problem, evaluate alternatives, propose viable solutions, and determine the outcome of the various options
8	Computer skills	Able to confidently use a computer to write documents, browse the internet, work with email programmes, and manage files
9	Coordinating skills	Able to work with other people and adjust one's actions in relation to others' actions
10	Counselling/mediation skills	Able to respond to what others have said in a non-judgmental way ('active listening'), build trust and openness with others, resolve conflicts that stem from different perspectives or interests, and deal with conflict in an honest, positive way
11	Creative thinking	Able to generate new ideas, invent or create new things, find new solutions to problems, and use imagination effectively
12	Critical thinking	Able to review different points of view or ideas and make objective judgments, investigate all possible solutions to a problem, and weigh up pros and cons
13	Innovating skills	Able to introduce something new or apply new approaches to solving old problems
14	Interpersonal skills	Able to interact successfully with a wide range of people and successfully read body language



Skills (S)



Description for Reference

15	Judgment and decision making skills	Able to identify all possible options, weigh up pros and cons, assess feasibility, and choose the most viable option
16	Language skills	Able to use a language (write, read, speak, understand, translate) to a high standard
17	Leadership skills	Able to motivate and empower others to act, and inspire trust and respect in others
18	Management of financial resources	Able to determine how money should be spent in order to achieve goals, and then account for those expenditures
19	Management of material resources	Able to obtain and see to the appropriate use of equipment, facilities, and materials needed to do certain work
20	Management of personnel resources	Able to motivate, develop, and direct people as they work, and identify the best people for the job
21	Mechanical skills	Able to install, operate, and repair mechanical devices, and monitor their performance
22	Numeracy/mathematics	Able to use numbers/mathematics to solve problems
23	Oral communication skills	Able to orally present information and ideas clearly and concisely
24	Visual perceptual skills	Able to visualise new formats and shapes and estimate physical space
25	Performing skills	Able to entertain, amuse, and inspire an audience
26	Persuading skills	Able to justify an opinion and influence a decision, convince others to change their minds, sell products or promote ideas
27	Planning/organisation skills	Able to plan projects, events and programmes, establish objectives and needs, evaluate options, and choose the best options
28	Practical skills	Able to use equipment, tools, or technology effectively, and follow instructions
29	Reading comprehension skills	Able to thoroughly understand written work-related documents
30	Science skills	Able to use scientific rules and methods to solve problems and make discoveries
31	Serving skills	Able to help people in various capacities
32	Social perceptual skills	Able to be aware of others' reactions and understand the reasons behind their reactions
33	Speaking	Able to speak clearly and convey information effectively
34	Teaching/training skills	Able to help others gain knowledge and skills, and create an effective learning environment
35	Time management skills	Able to manage one's own time and the time of others, use time efficiently according to workload, and use a diary/planner to ensure tasks are completed on schedule
36	Writing skills	Able to communicate effectively in writing

Knowledge

Knowledge refers to the facts, concepts, and methods gained through daily life and study that enable you to accomplish tasks with the desired standard. Thinking about your paid and unpaid work experiences, what areas of knowledge have you applied to help yourself? What area are you most knowledgeable about?

If you find it difficult to review your experiences, the reference checklist below may help you. Please choose a maximum of 10 areas of knowledge that you believe you have, and think about which experiences required your use of this knowledge. Then, select the three areas that you are most confident about.



Knowledge (K)



Description for Reference

1	Knowledge related to Administration and Management	Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modelling, leadership techniques, production methods, and the coordination of people and resources
2	Knowledge related to Biology	Knowledge of plant and animal organisms, including their tissues, cells, functions, interdependencies, and interactions with each other and the environment
3	Knowledge related to Building and Construction	Knowledge of materials, methods and the tools involved in the construction or repair of houses, buildings or other structures such as highways and roads
4	Knowledge related to Chemistry	Knowledge of the chemical composition, structure, properties, uses, and interactions of substances, and the processes and transformations they undergo, as well as production techniques and disposal methods
5	Knowledge related to Clerical	Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office-based tasks
6	Knowledge related to Communications and Media	Knowledge of media production, communication, and mass media through various mediums such as written publications, radio and audio outlets, and images, e.g. photography, movies
7	Knowledge related to Computers and Electronics	Knowledge of electronic equipment, computer hardware and software, and applications and programming
8	Knowledge related to Customer and Personal Service	Knowledge of principles and processes for providing customer and personal services, including customer needs, quality standards, and customer satisfaction
9	Knowledge related to Design	Knowledge of design techniques, tools, and basic principles involved in creating an idea that will be brought to life
10	Knowledge related to Economics and Accounting	Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data
11	Knowledge related to Education and Training	Knowledge of principles and methods for curriculum and training design, and teaching and instruction for individuals and groups



Knowledge (K)



Description for Reference

12	Knowledge related to Engineering and Technology	Knowledge of the practical application of engineering science and technology, including applying principles, techniques, procedures, and equipment to the design and production of goods and services
13	Knowledge related to Fine Arts	Knowledge of the theories and techniques required to compose, produce, and perform works of music, dance, visual art, and drama
14	Knowledge related to First Language	Knowledge of the structure and content of the mother tongue including the meaning of words, and rules of composition and grammar
15	Knowledge related to Food Production	Knowledge of techniques and equipment for planting, growing, harvesting, handling and storing food products
16	Knowledge related to Foreign Language	Knowledge of the structure and content of a non-native language including the meaning and spelling of words, rules of composition and grammar, and pronunciation
17	Knowledge related to Geography	Knowledge of principles and methods for understanding the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life
18	Knowledge related to History and Archeology	Knowledge of historical events and their causes and effects on civilisations, cultures and objects
19	Knowledge related to Law and Government	Knowledge of laws, court procedures, and political processes
20	Knowledge related to Mathematics	Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
21	Knowledge related to Mechanical	Knowledge of machines and tools, including their designs and uses, and required maintenance and repair procedures
22	Knowledge related to Medicine and Dentistry	Knowledge of procedures for symptom identification, diagnosis, and treatment of ailments, and knowledge of treatment alternatives, drug properties, and preventive measures
23	Knowledge related to Personnel and Human Resources	Knowledge of principles and procedures for personnel recruitment, training, compensation and benefits, labour relations, and personnel information systems



Knowledge (K)








Description for Reference

24	Knowledge related to Philosophy and Theology	Knowledge of different philosophical systems and religions, including basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture
25	Knowledge related to Physics	Knowledge and prediction of physical principles, laws, and their interrelationships, as well as applications to understanding matter, atmospheric dynamics, and mechanical, electrical, atomic and structures and processes
26	Knowledge related to Production and Processing	Knowledge of raw materials, production processes, quality control measures, costs, and other techniques for maximising effective manufacture and distribution of goods
27	Knowledge related to Psychology	Knowledge of human behaviour and performance, individual differences in ability, personality, interests, and motivation, research methods, and the assessment and treatment of behavioural and affective disorders
28	Knowledge related to Public Safety and Security	Knowledge of relevant equipment, policies, procedures, and strategies to promote effective security operations for the protection of people, data, property, and institutions
29	Knowledge related to Sales and Marketing	Knowledge of principles and methods for showing, promoting, and selling products or service, including marketing strategies, product demonstrations, sales techniques, and sales control systems
30	Knowledge related to Sociology and Anthropology	Knowledge of group behaviour and dynamics, societal trends and influences, human migrations, ethnicities, and cultures
31	Knowledge related to Telecommunications	Knowledge of transmissions, broadcasting, and the operation of telecommunications systems
32	Knowledge related to Therapy and Counselling	Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counselling and guidance
33	Knowledge related to Transportation	Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits
34	Knowledge developed from Voluntary work in organisational settings	Knowledge developed from volunteering, mentoring, service learning, community service, or emergency response
35	Knowledge developed from Domestic / Neighbourhood provisioning	Knowledge developed from casual volunteering, DIY work, housework, self-provisioning, household provisioning, or neighbourhood provisioning
36	Knowledge developed from Serious leisure	Knowledge developed from youth culture, sports, heritage preservation, environmental protection, human rights advocacy, animal rights advocacy, amateur interests (e.g. art, science, sports), and hobbies (e.g. collecting, making, repairing)

A5. My ENOW-VASK Energy Record

1. Please list three memorable personal experiences you have had.
2. For each of your three chosen experiences, please list the VASK that you have developed / learnt / accumulated. Include a maximum of three items from each category: Values, Attitudes, Skills and Knowledge.
3. From the VASK you have marked, please choose three that are your favourite / most outstanding / most interested in developing.

 My Unique Experiences	Experience 1	Experience 2	Experience 3	My favourite / most outstanding / most interested in developing VASK:
 My Beheld Values	1 _____ 2 _____ 3 _____	_____ _____ _____	_____ _____ _____	(1) _____ (2) _____ (3) _____
 My Inclined Attitudes	1 _____ 2 _____ 3 _____	_____ _____ _____	_____ _____ _____	(1) _____ (2) _____ (3) _____
 My Developed Skills	1 _____ 2 _____ 3 _____	_____ _____ _____	_____ _____ _____	(1) _____ (2) _____ (3) _____
 My Acquired Knowledge	1 _____ 2 _____ 3 _____	_____ _____ _____	_____ _____ _____	(1) _____ (2) _____ (3) _____

A6. ENOW-VASK Card Sort

Introduction

The ENOW-VASK card sort is designed to encourage young people to review their Expanded Notion of Work (ENOW) experiences and identify their own Values, Attitudes, Skills and Knowledge (VASK), which is especially crucial when they are in the “Self-Understanding” stage of the programme. Youth workers can use the card sort as an interactive game to initiate conversation with young people about career and life planning. The illustrations and layout of the card sort match the ENOW-VASK reference checklists. The card sort is useful when counselling young people as it allows them to express their personal experiences and strengths more easily, and helps them build up their CV in the form of CV360® in an effective way.

Main Features

1. The ENOW-VASK card sort was developed as a career-counselling tool and is especially useful for interventions in the “Self-Understanding” stage of the programme, as it encourages young people to share their ENOW experiences and discover the related VASK.
2. Both the illustrations and words extracted from the ENOW-VASK reference checklists can be used to help young people express themselves. They can choose to focus on either the illustrations or the words, or both at the same time, subject to their own individual needs.
3. The card sort process can stimulate young people to enhance their understanding of their interests, abilities, values, and needs in career development. The method of sorting cards and the number of cards selected is flexible, subject to individual needs and the duration of counselling session.
4. The interactive conversation allows youth workers to discover the inner world of young people through the selected cards and helps open up the possibilities of career and life exploration.

Points to Note



DOs

Youth workers SHOULD

- clearly understand the concepts of ENOW-VASK.
- first establish mutual trust with young people.
- cater to young people’s needs throughout the counselling process and start where they are.
- allow young people to freely associate, select, and interpret the cards so that they can take charge of their personal career and life development.
- value the individuality of every young person, as well as their unique ENOW experience.
- provide enough room for young people to think and express themselves.
- respect young people’s descriptions of ENOW-VASK, regard the provided lists as references instead of definite answers.
- understand that sharing is personal and subjective; listen with curiosity and accept with empathy.
- encourage young people to write/draw their own expression of ENOW-VASK if they cannot find a card that expresses their thoughts.
- consider giving a brief response after they have shared to help wrap up.



DON'Ts

Youth workers SHOULD NOT

- limit young people’s choices of words or ways to express their ENOW-VASK; the cards should be used as a tool to stimulate thoughts and inspire their own expression.
- interrupt their sharing of ENOW-VASK.
- rush to interpret their ENOW-VASK expression.
- assume that they completely understand young people and are able to read their minds.
- argue over, criticise, or make fun of the ENOW-VASK that the young people have shared.
- dominate the counselling process by giving advice, suggestions, and analysis.

ENOW-VASK Card Types

Each set of cards in the ENOW-VASK Card Sort includes a cover card and a few introduction cards. Other cards are classified into the following types:



ENOW work types
*(Blue cards represent two types of paid work;
green cards represent four types of unpaid work)*

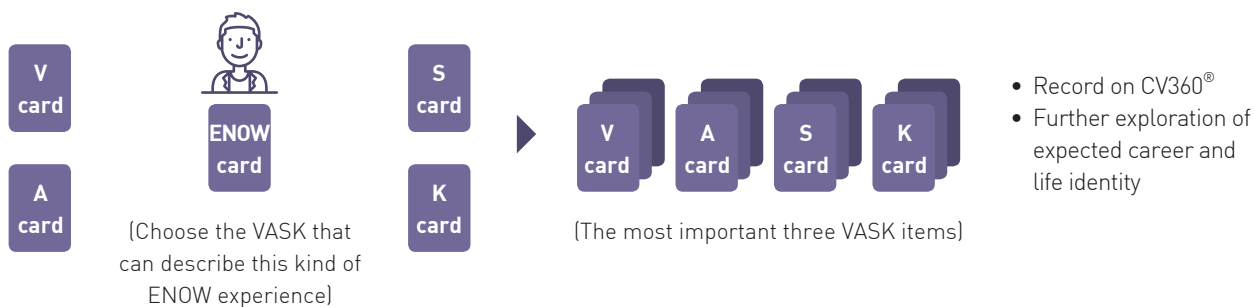


Values "What is important? What kind of values do you pursue?"
Attitudes "What attitudes do you hold in everyday life?"
Skills "What kind of skills do you have?"
Knowledge "What kind of knowledge do you have?"

Basic Games

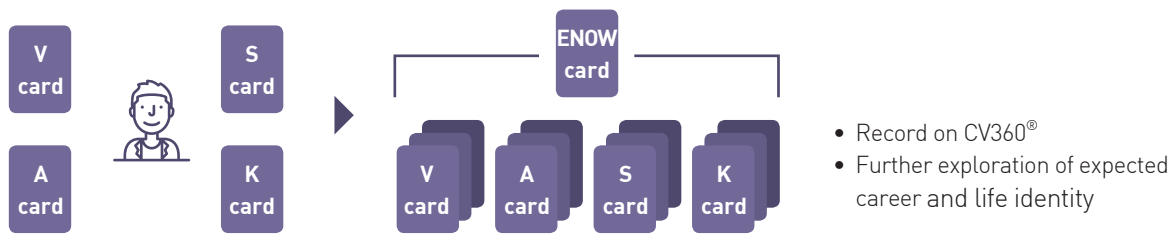
- Suitable for individual or group sessions
- Fit for young people in the stages of "Engagement" and "Self-Understanding"
- How you choose to use the card sort can be flexible and subject to adjustment upon individual needs and counselling duration. Youth workers may focus on exploring one to two types of VASK in each session if time is limited.
- Youth workers may encourage young people to write/draw their own expression of ENOW-VASK if they cannot find a card that expresses their thoughts.

Direction 1: Uncovering Personal VASK from ENOW / Life Experiences



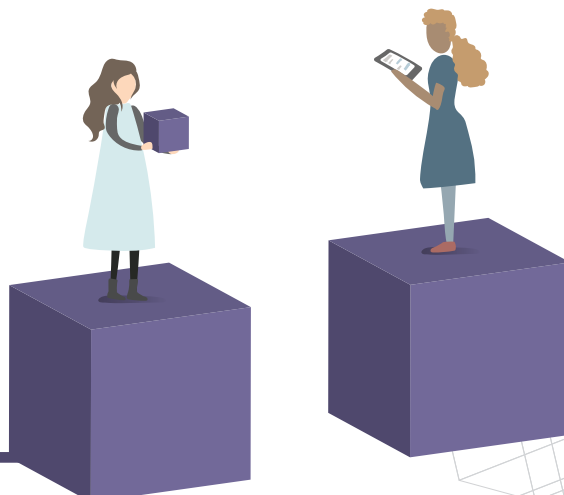
1. Invite young people to choose a card that represents themselves so that you can get a basic understanding of their self-image.
2. Briefly introduce the ENOW cards, the six work types of ENOW experiences, and their relationship to career and life development.
Invite young people to choose one of the ENOW experiences and talk about it, or invite them to choose a card that represents an unforgettable/important/fulfilling life experience that they have had and are willing to talk about.
3. Invite young people to choose cards from the categories of Skills and Knowledge to describe skills and areas of knowledge they may have applied in their experience(s).
4. Invite young people to choose cards from the categories of Values and Attitudes to express why they view their experience(s) as unforgettable/important/fulfilling, and the attitudes and values they most appreciate.
5. Invite young people to prioritise the cards that they have chosen from each of the VASK categories, e.g. have them select their three most important values and explain why they chose them.
6. Explore their expected career and life identities with them, referencing their card selections.
7. Encourage young people to record their VASK and ENOW experience findings with CV360®.

Direction 2: From Personal VASK to Exploration of ENOW Experiences



1. Invite young people to choose a card that represent themselves so that the youth worker can get a basic understanding of their self-image.
2. Briefly introduce the VASK cards. Invite young people to select all of the cards that describe themselves; it is suggested that they choose first from the categories of Skills and Knowledge, then from the categories of Values and Attitudes.
3. Invite young people to review the selected cards, then think of a life story/previous ENOW experience that demonstrates their chosen VASK. Encourage them to talk about it. If they discover any new talents/strengths during their sharing, they can add new VASK items.
4. Briefly introduce the ENOW cards and the six work types so that they can link their sharing with their ENOW experience.
5. Invite young people to prioritise the cards that they have chosen from each of the VASK categories, and explore their expected career and life identity with them.
6. Encourage young people to record their findings from their ENOW experiences and the resulting VASK with CV360®.

The ENOW-VASK card sort can be used together with the reference questions of appendix **A2. Uncovering VASK from ENOW Experiences** and **A3. Uncovering VASK from 'Career and Life Counselling' Service Experiences**. For more details about the ENOW-VASK card sort and application, please refer to the user guideline (trial version) at: <https://www.clapforyouth.org.hk/en/resources/good-practice-manual-for-social-workers/>



A7. CV360[®] Online Platform



Purpose

1. Provide a free online platform for individuals to showcase their unique talents and strengths in a new way.
2. Provide young people with step-by-step guidance so they can organise their ENOW experiences and VASK to enhance their self-understanding.

Website

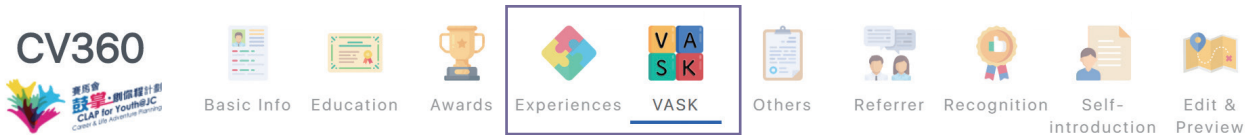
<https://CV360.org>



Main Features

1. **A focus on personal talents:** An innovative CV framework that can highlight personal character traits, strengths, and talents.
2. **A systematic platform for self-organising:** A well-developed system that can guide individuals to organise their ENOW experiences and identify their personal VASK.
3. **Diverse ENOW-VASK reference checklist:** A list of rich vocabulary to stimulate or assist individuals in finding their own way to describe their VASK.
4. **Simple steps and flow:** A clear flow of CV production that helps individuals build their CV in simple steps.
5. **Archive function:** A way to record personal experiences and talents for future study/career use.
6. **Free online career and life counselling support:** Career advisors are available online to chat with young people about their career development concerns.
7. **Bilingual services:** The system supports both Chinese and English versions to fit users' language preference.
8. **Flexible and convenient platform:** Mobile and desktop computer users can access the platform and record new information or update their profile anytime.

CV360® online platform provides simple instructions to help young people build profiles. Here are the three basic steps:



Personal Experience

Everyone has their own personal growth experiences, including both unpaid and paid work experience, an impressive one or two that you would like to share. It could be your happiest / the proudest / the most satisfying experience.

Tips: To keep your CV360® in two pages, we suggest limiting your input for each non-paid and paid work experience at THREE.

Unpaid Work Experience

- Serious Leisure/ Serious Interest
Serious leisure is an alternative pursuit of a "leisure" activity that you find so interesting
- Domestic/ Neighbourhood Provisioning
If you have built up experience in self-care
- Voluntary Work
You have been devoting your personal time and efforts, in the absence of any monetary
- Vocational and Educational Training & Work Exposure
VET and Work Exposure refers to the

Paid Work Experience

- Work trials/ Trial-run business
You have signed work trial scheme which is
- Employment
You have been earning incomes by involving

① Select ENOW experiences

Provide the definitions and options of paid and unpaid work experiences, so that young people can categorise their ENOW experiences, and then select those that are the most meaningful to them.

Personal Experience

Serious Leisure/ Serious Interest

What kind of interest activities have you joined? Which aspect(s) have you focused on?
e.g. Have joined colour painting and focused on drawing Japanese comic characters.

Remaining character(s): 80

The period that I joined

From (Year/Month): [] To (Year/Month): []

What kind of values, attitudes do you treasure and what kind of skills and knowledge are you accumulating through participating in serious leisure?

Values: []
What is value: []

Attitudes: []
What is attitude: []

Skills: []
What is skill: []

Knowledge: []
What is knowledge: []

② Describe chosen ENOW experiences in detail and identify the related VASK

Invite young people to record when their experiences happened, and the duties and activities involved. Guide them to think about the Values, Attitudes, Skills and Knowledge (VASK) that were developed or utilised in those experiences. The vocabulary provided in the reference checklist can facilitate their reflection/expression.

VASK

The following is your selected set of VASK, please select at most 3 items in each of the four categories to show on your CV.

Values: A world at peace

Attitudes: Courteous

Skills: Interviewing Skills

Knowledge: Psychology

SUBMIT

③ Identify the most important personal VASK

This page includes a full list of recorded VASK from the young person's experiences. Invite them to choose the three most personally meaningful or important items from each of the VASK categories to be shown on their CV360®.

A8. CV360® Quick Checklist



Step 1: Provide Basic Personal Information

Personal Information

- Include your last name, first name, telephone number, and formal email address.

Academic / Vocational / Specific Skills Training

- List your academic qualifications in reverse chronological order.
- Include names of institutions, dates of attendance and graduation, fields of study, names of certificates, and awarded dates.
- If you are a degree holder, please exclude your secondary school information.

Awards

- List the awards you have received in reverse chronological order. Make sure the awards are relevant to the position you are applying for.



Step 2: Record Paid and Unpaid Work Experiences and Personal VASK

Paid and Unpaid Work Experiences

- State your paid and unpaid work experiences in reverse chronological order.
- List your duties, main activities, responsibilities, and the lessons learnt from these experiences.

Personal VASK

- List the VASK that you accumulated from each paid and unpaid work experience.
- Compare the VASK you have chosen (you may use the ENOW-VASK checklist for reference) and then prioritise the three VASK that are the most important to you.
- Tailor your VASK to the job you are applying for and ask yourself, "How can these qualities be applied to the job that I am applying for?"
- If you find it difficult to start with personal experiences, you may start with VASK. Try to pick a maximum of 10 words to describe yourself and categorise them into VASK. Then, see if you can attribute these VASK to any particular experiences. Finally, prioritise the three VASK that are the most important to you.



Step 3: Provide Referee Details and References on Personal Performance

Feedback and Recognition on Personal Performance by Referees

- Invite existing/previous employers, mentors, tutors, teachers, social workers, career counsellors, etc. to provide positive comments on your personal qualities/VASK/performance. Avoid listing family members or friends as your referees, as they may have a conflict of interest (bias).

Others Relevant Information

- Include any recent achievements or related photos that are relevant to the job position.

Referees

- Please provide details of the referee, including name, position, organisation name, address, contact number, email address, and your relationship with them.
- Please get consent from the referee and ask for their preferred contact method before including these details on your CV. You may write 'references available upon request' if you have not found a referee by the application deadline.
- Please be sure that your referee has positive things to say about you when you extend the invitation.



Step 4: Summary of Career Profile

Self-Introduction

- Mention key Values, Attitudes, Skills, and Knowledge (VASK), developed from your paid and unpaid work experiences
- Include short-term and long-term career goals and your potential contributions to the company.
- Write a maximum of 120 words/five sentences. Be concise: use short sentences and bullet points.



A9. Case Study



Case 1

Background: A Form 5 school leaver ready to seek employment

Aim: Build a CV for job seeking with CV360®. Present the VASK developed from ENOW experiences that are relevant to the position to increase the chance of getting a job offer.

Case 1 CV



ABOUT ME

- Always striving for personal improvement, and motivated to continue learning.
- Good interpersonal skills and a basic knowledge of coffee brewing.
- Skills developed from team sports, scout training, and work experience as an assistant barista.
- Attending an advanced training course in coffee brewing with the goal of becoming a professional barista

Content
T: 5123 4567
E: taiman@mail.com

CHAN Tai Man

PERSONAL EXPERIENCE

Serious Leisure
September 2012 - July 2015
Member of School Athletics Relay Team
- School representative in races
- Attended regular training sessions and races

2013 - 2015
Junior Scout Member
- Attended wilderness training and annual marching exercise

Domestic / Neighbourhood Provisioning
2016 - Present
- Assist with daily housework

Vocational and Educational Training & Work Exposure
April - May 2018 (three days)
Assistant Barista, Work Trial Scheme at Mac. Inc
- Assisted in coffee brewing and serving customers

VALUES

- Continual improvement and learning
- Relationships with others
- Achievement

SKILLS

- Interpersonal
- Active learning
- Mechanical

ATTITUDES

- Persistent
- Cooperative
- Responsible

KNOWLEDGE

- Basic coffee brewing
- Customer services

AWARDS
June 2015
Champion, Athletics Relay
Athletics Relay Association

VOCATIONAL EDUCATION / TRAINING
April 2017
Hong Kong Coffee Institute
Barista Work Trial Scheme – Certificate of Completion

ACADEMIC EDUCATION
September 2013 – Present
Form 5, Hong Kong Secondary School

RECOGNITION
S.C. Cheung, Social Worker
March 2017
Tai Man is a reflective, self-aware person, and cares about his life development. He proactively prepared himself to be a professional barista by joining the Work Trial Scheme at Mac.Inc. He was motivated to learn from his mentor and was devoted to skills training and interacting with customers. He is always striving for self-improvement.

REFEREES

Name: Ming Cheng	Name: Chinyi Lee
Position: P.E. Teacher,	Position: Branch Manager, Mac.Inc.
Hong Kong Secondary School	
Tel: 3123 4567	Tel: 2123 4567
Email: siuming@hkschool.com	Email: mentor@mmt.com

Job Ad: Barista

Job duties

- Brew coffee, tea and make other drinks
- Maintain the daily operation of the cafe
- Manage the cashier counter
- Provide quality customer service
- Demonstrate professional skills and knowledge in coffee brewing

Ideal candidate

- Passionate about coffee culture
- Responsible and has team spirit
- Confident and has good communication skills
- Loves serving customers, proactive and patient
- Fluent in Cantonese. A basic understanding of English and Putonghua is preferred
- Ready for shift duty

From Organising ENOW Experiences to Identifying Transferable Skills

When young people have rich personal experiences, paid or unpaid, it can be a resourceful starting point for career planning intervention. Invite them to share their stories and assist them in finding the VASK they developed during these experiences. Inspire them to think about how they can transfer these strengths and talents to future development.

Here is a sample case of a young person who is experiencing the “Planning and Career Management” stage of the programme. He is **ready for employment** and wants to apply for the position of Barista in a café. In the process of building his CV360®, his youth worker invites him to talk about his leisure development and facilitates him to understand his own values, attitudes and strengths, before they discuss how to apply these talents to the position. In the following conversation snippet, the young person and his youth worker discuss his experiences, most notably relay race training.



Worker



Young Person



Chung, **could you please share one of** your most enjoyable, satisfying or fulfilling life experiences?

I am proud of the days when I was devoted to training for a school relay race.



Sounds interesting! Can you share more, **how was that experience?**

I was selected to join the school team and the teacher arranged weekly training for us. We were representing the school so we had to prepare properly for the big race.



When did you join the school team?

It was in the second semester, when I was in Form 1. Our P.E. teacher timed our running speeds during the lesson. He thought I performed well, so he invited me to join the school team.



How long had you been on the school team by the time you competed in the race?

I had been training for three consecutive years, from Form 1 to Form 3.



Where did you usually train?

Usually on the school sports field, but the coach also arranged monthly practices in the public sports field so that we could become familiar with the racing environment.



Who else did you train with?

As it was a 4 x 100 relay, there were four of us training in a team.





What was **your role and focus** in the team training?

I trained to run the first leg of the race. I always tried to run extremely fast, so that I could give my teammates more time to run their legs. The coach required us to maintain speed and be accurate in the takeover zone. Therefore, team spirit was really important and we had to communicate well with each other.



During this relay training experience, did you discover anything new about yourself? Did you use **any skills or knowledge**?

I was proactive in communicating with my teammates, and I tried to smooth out the transition in the takeover zone so we could achieve the best team performance.



Was that important to you?

Yes, I think so.



Why is it important?

I did not participate in the race as an individual, it was a team competition. We had to work together and good communication made things work. It wasn't easy but we knew we must persist if we wanted success.



How did that experience reflect the **values and attitudes that are important to you?**

I pursued a group achievement with good team spirit and was a responsible teammate. I was quite persistent and never skipped training, even during bad weather.



Knowing that group achievement is important to you, is there **any other goal you wish to achieve in the future?**

I am interested in joining a professional team of baristas.





What do you think it would be like to be a professional barista in a team?

It would be different from making coffee at home with a pack of instant powder; I would gain knowledge and the skills to brew a good cup of coffee. I would understand customers' taste preferences and would be able to recommend the best coffee for them. Ideally, I'd like to make Latte Art as well. I'd like to work as part of a professional team to create something good.



When did you start thinking about becoming a barista?

After I left school, my mum arranged for me to visit a youth centre. I saw people making Latte Art and found it quite interesting. I wondered what working in the coffee business entailed, so I joined a group activity focused on coffee brewing. An experienced barista taught us useful skills and shared a lot of coffee knowledge with us. I found coffee culture really interesting and spent time gaining some basic knowledge about coffee beans. This experience sparked my interest in being a barista.



To achieve this career goal, **how can your talents and strengths, including those you mentioned earlier, help you?**

I think a professional barista needs to be physically fit as they have to stand for a long time and move stock, so I believe that my athleticism will help. The job also requires a lot of interacting with customers, so I can use my active communication skills. I may need to take related courses and assessments to get the required knowledge and skills, but I am patient and willing to practice. As I discovered in my relay training experience, persistence, team spirit, and an active learning attitude are important when approaching a new team venture.



Which skill or quality of the ones you've mentioned is the most important to you?

I think persistence is the most important as it helps me move towards my goals.



What about the second most valuable?

An active learning attitude.



What are you willing to do to achieve this goal?

I want to take some courses to enhance my knowledge of coffee first, before hopefully getting a position. If I get a job offer, I will work hard to learn from my work mentor and attend training sessions to refine my skills.



How does it reflect your personal characters?

I have a clear goal now, and I am willing to learn and persist so I can achieve it.



I am glad to hear about the values and attitudes you developed during your relay training experience. You seem persistent, responsible, have a positive learning attitude, value teamwork and communication, and you have some basic knowledge about coffee. I believe they are all related to the position you are applying for. Now let's categorise all of your strengths and talents into VASK that match the job requirements, then we can record them in your CV360.




Case 2

Background: A NEET young person who wishes to explore a direction for future development

Aim: To establish a personal career profile and initiate a conversation about career and life experience with CV360®, and to motivate the young person to gain new experiences.

Case 2 CV



ABOUT ME

Content
T: 9876 3333
E: siuming@mail.com

KO Siu Ming

PERSONAL EXPERIENCE
Domestic / Neighbourhood Provisioning
April - July 2016
Responsible for housework and dinner preparation

<p>VALUES</p> <ul style="list-style-type: none"> • Other people’s wellbeing • Conformity • Security 	<p>ATTITUDES</p> <ul style="list-style-type: none"> • Serious at work
<p>SKILLS</p> <ul style="list-style-type: none"> • Research and analytical skills • Handcraft skills • Operating electrical appliances 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Household cleaning

ACADEMIC EDUCATION
September 2015 - April 2018
Heung Shing College
Form 1 - Form 3

Youth workers can help young people in the “Engagement” stage establish a personal career profile with CV360®. Having a casual chat about daily life experiences can facilitate new self-discoveries. Any recognised talents and strengths can be recorded in CV360® immediately. This record encourages young people to participate in paid and unpaid work experiences more actively.

From a Casual Chat about Their ENOW Experiences to Engagement in Career and Life Planning

Some youth workers may be concerned about how to have a conversation with young people who are not naturally expressive or lack paid or unpaid work experiences. Using CV360[®], youth workers can build a personal career profile for young people and start a conversation with them according to the provided framework. We can see this framework in action below, in the conversation between the youth worker and a young person, who is in the 'Engagement' stage of the process. The conversation starts with a casual chat about their recent unpaid work experience and moves into their interests and potential choices.



Worker



Young Person

1. Youth workers have to explain the journey of career exploration and their role, so that young people can understand the purpose of establishing a personal career profile.



Welcome to the start of your career and life journey! I will accompany you throughout the journey. We will build a personal career profile for you with CV360[®], which can help you organise and record your paid and unpaid work experiences, talents, and strengths. We will record and review them regularly. This comprehensive record will be useful for your goal setting and action planning. Do you understand?

Yes.



2. Referring to the CV360[®] framework, youth workers should initiate a conversation to understand young people's paid and unpaid work experiences.



I would like to know more about your experiences. Could you please share your most memorable paid or unpaid work experience? It could be the most enjoyable or most satisfying experience, or the one you are proudest of, for example taking care of others, voluntary work, vocational training, work trial or even a formal job, etc.

There is nothing special in my life, I cannot think of any paid or unpaid work experience worth sharing.



That's ok. I'm also interested in what do you do in everyday life. Can you share something you have done recently or do frequently?

I have to take care of the housework when my mum goes to work.





When did you start helping your mum take care of the housework?

Um...after I quit school.



How long have you been doing the housework now?

It has been almost three months.



How do you find the experience? Can you tell me more?

There are so many things to do, I feel like I'm busier than I was when I went to school. I clean every corner of our living room and kitchen, and sometimes I have to go and pay the bills.



Do you handle the work all **by yourself or does someone help you?**

I do it all by myself usually. My mum will check and help with the remaining tasks when she returns from work.



What specific tasks do you **focus** on when doing the housework?

I clean the floor every morning. Then tidy up my mum and sister's clothes. Sometimes I tidy up other stuff as well. At around six in the evening, I usually wash vegetables and prepare food so that my mum can start cooking when she returns.



Since you've been taking care of the housework for your family, have you discovered anything new about yourself? For example, have you gained any new skills or knowledge in the process?

I think I am quite good at using different electrical appliances to help with the housework, and I like learning tricks online to help me fold clothes neatly. I enjoy using my hands to complete a task.



Is learning on your own important to you?

Yes, it's important to me.



Why?

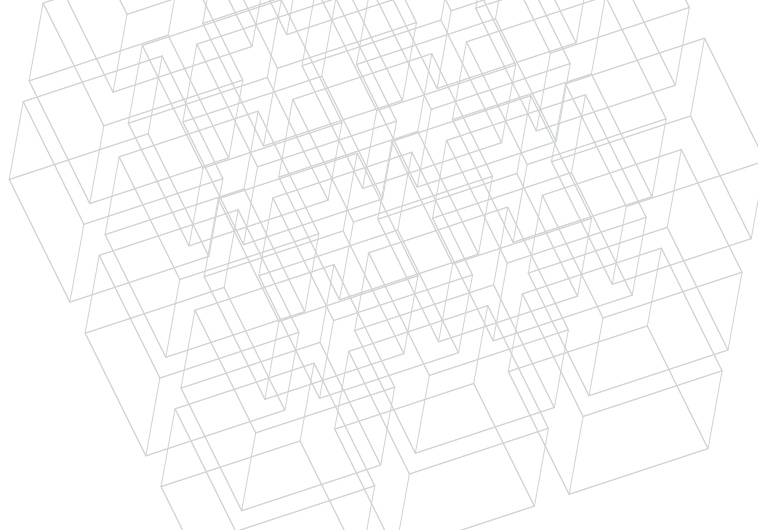
Because I know I can always figure out a way to improve things.



How does this reflect the attitudes that are important to you?

I seek improvement because I care about my mum. I want to share her burden, so I take the housework seriously.





You've realised that you care about others, are serious about work, can manage electrical appliances and are able to learn on your own. Can you think of anything you'd like to achieve that incorporates any of these?

Well, I am interested in doing something with my hands.



What do you mean by "doing something with your hands"?

I want to use my hands to create something, but I'm not sure what exactly I want to develop.



Here is a list of activities, **are you interested in trying any of them?**

I'm interested in cake making, arts and crafts, coffee brewing, and cooking.



Why are these activities attractive to you?

They all involve making something with your hands. I would be happy making a tasty dish for others to enjoy.



What did you consider when you chose these activities?

I want to be very focused when I'm making something.



Do you notice any **common elements** among the activities you have chosen?

They all require working with hands and tools, and there are steps to follow. All of these things make me feel more confident when I'm trying to work things out.



Do you think this reflects anything about yourself?

That I like to follow guidelines and procedures because it's more secure and I can focus on learning. I feel content when I'm able to make others happy.



I'm very glad that I have learnt more about you from your housework experience and choice of activities. I sense that you can be very focused and motivated to learn. Let's categorise all of these strengths and talents into VASK and record them in your CV360. We will review it regularly after you have joined the selected activities. It will help enhance your self-understanding so that we can figure out a clearer picture for future development.



Case 3

Background: A young person with good self-understanding who wants to explore directions for career development

Aim: To inspire his application of own strengths and talents in work/study and facilitate him to make informed choices in career and life planning

Case 3 CV



LI Ka Ming

PERSONAL EXPERIENCE

Serious Leisure
May 2012 - Present
Provide technical support to neighbours and friends by fixing their computer problems

Voluntary Work
June 2013
School Team Volunteer
Regularly visited children in need

Vocational and Educational Training & Work Exposure
June 2013 - Present

- Career visits to hotels to understand the daily work of front desk staff
- Career visits to food and beverage industries to learn about customer services work

ABOUT ME

Content
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VALUES

- Interaction with others
- Kindness
- Achievement

ATTITUDES

- Caring
- Patient
- Proactive

SKILLS

- Problem solving
- Analytical
- Communication

KNOWLEDGE

- Computer-related knowledge

From ENOW Experiences to Identifying Values for Career Planning

Some youth workers may wonder how to structure a conversation about ENOW experiences that encourages and facilitates young people to start making career choices. If the young person is in the “Career and Pathway Exploration” stage of the process, youth workers can use CV360[®] to organise their paid and unpaid work experiences and their developed strengths, talents, and career interests. Based on their abilities, interests, and work condition preferences, youth workers can explore available options and help the young person set career, learning, and life goals.

Below is the real case of a young person who had just completed HKDSE. He wanted to identify the path for personal development through an internship programme. After reviewing his ENOW experiences and personal VASK on CV360[®] and information on recruitment websites, he was interested in ‘Customer Services Officer’ and ‘Barista’ internship positions, but was confused about how to choose between them. Through a conversation, the youth worker facilitated his understanding of the VASK he had, which helped him to make a decision, understand the reasons behind his decision, and establish the career path he wanted to pursue.



Worker



Young Person



After organising your own strengths and talents with CV360, what kind of job are you interested in?

I am interested in both 'Customer Services Officer' and 'Barista', but I'm not sure which one to choose.



What are **your concerns** about making this decision?

I'm unsure if both positions allow me to interact with people and can help others to solve problems.



Have you got any positive **experiences** of interacting with people and helping them solve problems?

Yes.



How did you feel about that experience?

It was very satisfying.



What was that experience?

My mum's friend, Mrs. Leung, once called her urgently, saying there was something wrong with her computer and she would like my help. I checked her computer, found the problem, and fixed it for her.



What did you discover about yourself from that experience? For example, what kind of skills and knowledge did you apply to help Mrs. Leung?

I noticed that I am good at analysing and solving problems, and that I'm confident in helping others solve their problems.



Is helping others to solve their problems important to you?

Sure, it's important.



Can you **tell me more?**

I think everyone encounters difficulties or problems at times, and if I'm able to, I want to offer help.



How does that reflect the attitudes that are important to you?

I really care about the people around me.





When did you realise this?

When I was a volunteer in my school team, we regularly visited children in need. The more I learnt about the children, the more I could do to support them.



Knowing that the wellbeing of others is important to you, can you think of anything you wish to do in the future that calls on those values?

I have considered being a social worker, a nurse, or working in hospitality or customer services fields...



What are the **common elements** among those job positions?

They all involve helping people solve problems.



What specific elements would you like your job to have?

I would prefer a job where I can communicate directly with others and provide simple instructions to help them solve problems.



Does knowing that you prefer this kind of interaction with others **help you choose** between the two jobs you mentioned earlier?

Yes, when comparing both of the job options, it seems clear that the internship of Customer Service Officer would be a better fit.



What else could you do to help you make the best decisions for career development?

I could do more research on the various types of job I am interested in and seek workplace learning opportunities. Then, I can learn how to apply my talents at work.



Thanks a lot for sharing. It's great to know that your passion lies in helping others. I hope this internship experience helps you learn more about your strengths in the workplace, so that you can achieve your career goals.



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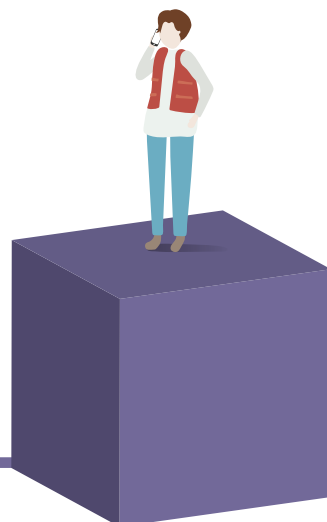
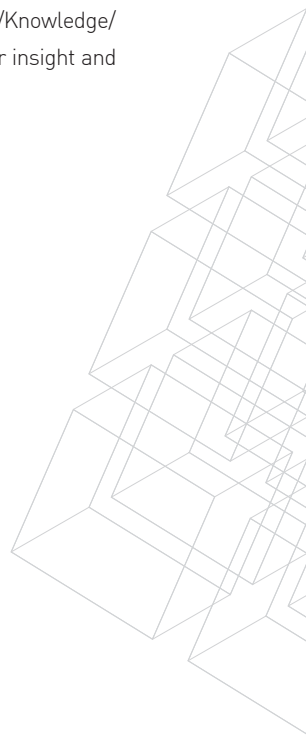
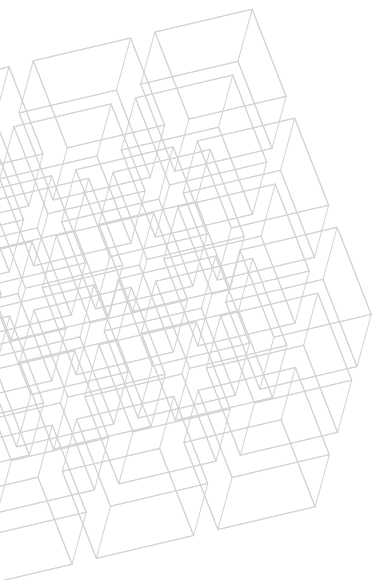
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CV360® User Guidelines (for Youth Workers) Publisher Information

Publication :	CV360® User Guidelines (for Youth Workers)
Consultant :	Prof. Wong Cheong Wing Victor, Principal Investigator (Community), CLAP for Youth @ JC
Editorial Group : (in alphabetical order)	Ms Au Ka Man Rico, Ms Ko Pui Yee Kit, Ms Sung Ka Yan Cindy, Ms Yip Ka Lai Kathy
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Design and Printing :	MI Design Limited
Publisher :	Community-Based Team, CLAP for Youth @ JC Department of Social Work, Hong Kong Baptist University
Publishing Date :	September 2019 (First Edition)
ISBN :	978-988-79917-1-7
Printed copies :	300
Project :	CLAP for Youth @ JC
Created and Funded by :	The Hong Kong Jockey Club Charities Trust
Co-created by:	The Chinese University of Hong Kong, Hong Kong Baptist University
Strategic Partners:	Hong Kong Association of Careers Masters and Guidance Masters, The Hong Kong Council of Social Service, The Boys' & Girls' Clubs Association of Hong Kong, Evangelical Lutheran Church Social Service – Hong Kong, Hong Kong Christian Service, Hong Kong Children & Youth Services, Hong Kong Young Women's Christian Association

Complimentary Publication

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關於「賽馬會鼓掌•創你程計劃」

生涯發展是一個很重要的自我發現歷程，在過程中能發掘每個人獨特的潛能、興趣，逐步建構人生事業目標及路向，認清人生方向及社會角色能使人活出更豐盛的人生。由香港賽馬會慈善信託基金撥款五億港元主導推行的「賽馬會鼓掌•創你程計劃」，於2015年5月展開，為期五年，旨在建立一套實證有效、以青年為本的生涯發展介入模式，推動社會擴闊對成功、工作及人才的論述及理解，共同孕育一個擁抱多元的關愛社會，讓青年人有能力配合個人的價值、態度、技能及知識，作出知情及有意義的人生事業發展選擇，為社會的持續發展注入創新及向前的動力。

About CLAP for Youth @ JC

Achieving a fulfilling life requires more knowledge about oneself and one's impact on society. Career and life development is not an employment service but an exploratory adventure in realising the potential of one's life goals and career pathway. Launched in 2015 with a donation of HK\$500 million, CLAP for Youth @ JC is a five-year Trust-Initiated Project aimed at developing an evidence-based career and life development intervention model and broadening the discourse and practices around success, work, and talent, so that young people can be empowered to make informed and meaningful life and career choices in alignment with their personal Values, Attitudes, Skills and Knowledge. In the long term, we envision a Hong Kong that embraces diversity with multiple pathways, where all young people find meaning in their lives and make positive contributions.

策劃及捐助 Created and Funded by



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
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聯合策劃 Co-created by



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