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香港都會大學 李嘉誠專業進修學院  
Hong Kong Metropolitan University  
Li Ka Shing School of Professional and  
Continuing Education

Supported by



The Academy of  
Play & Psychotherapy  
香港遊戲及心理治療學苑

The background features two silhouettes: a blue one of a person climbing a rock on the left and a green one of a person jumping on the right. A large, light-colored speech bubble is positioned behind the main title.

# *Sailing Through Life & My Career Path*

## 「逆後啟航」職涯設計課



Project funded by the Quality Enhancement Measures (QEM) scheme  
and Small Project Grant of Hong Kong Metropolitan University  
項目由香港都會大學「質素優化措施」計劃及 Small Project Grant 資助

Project Introduction  
計劃簡介

“Sailing through Life and My Career Path” (SLCP) was a brief, evidence-based intervention programme launched by Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University (HKMU LiPACE), in collaboration with The Academy of Play and Psychotherapy (APPHK), in 2023. The aim of SLCP was to promote socioemotional competencies and positive management of life transitioning and planning for long-term personal, academic and career-related enrichment among students in higher education.

Funded by the Quality Enhancement Measures (QEM) scheme and Small Project Grant of HKMU, the programme was designed by a group of professionals with a background in psychology, counselling psychology, and career counselling.

「逆後啟航 — 職涯設計課」(SLCP) 為實證為本的簡短課程，由香港都會大學李嘉誠專業進修學院 (HKMU LiPACE) 與香港遊戲及心理治療學苑 (APPHK) 合作推出，旨在培養學生的社交情感能力，加強他們過渡和規劃不同人生階段的正向管理，達至個人、學業和職業層面上的增益。

該項目由香港都會大學「質素優化措施」計劃贊助，由一群具有心理學、輔導心理學和職涯輔導背景的专业人士設計。

Project Design & Evaluation  
(HKMU LiPACE)



**Dr. Kathleen Chim**  
Chartered Psychologist  
(Project-in-Charge)



**JoJo Lai**  
Counselling Psychologist  
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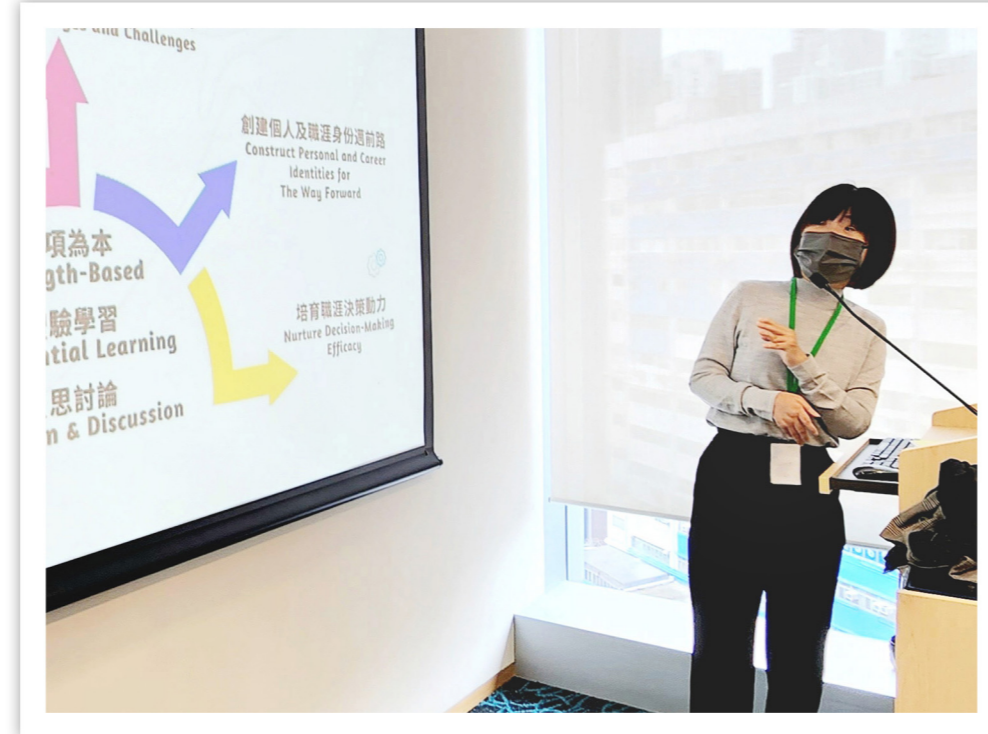
**Patrick Wu**  
Counsellor



**Alex Lee**  
Counselling  
Psychologist



Introduction & Grouping  
課程介紹 & 分組



Group Session 1 - Start My Inner Journey: Aware of my career interests and values  
小組一 - 展翅高飛: 覺察我的職涯興趣和價值

“原來我的性格、對自己的想法與職涯有很大的關聯。”  
“It turns out that my personality and how I think of myself have a lot to do with my career.”



“我欣賞自己勇於表達自己的想法、感受，包括好與壞。”  
“I appreciate my courage to express my thoughts and feelings, both good and bad.”



“我希望自己能一心一意，做出真正屬於自己的職涯決定。”  
“I want to be able to focus on myself and make career decisions that are truly my own.”

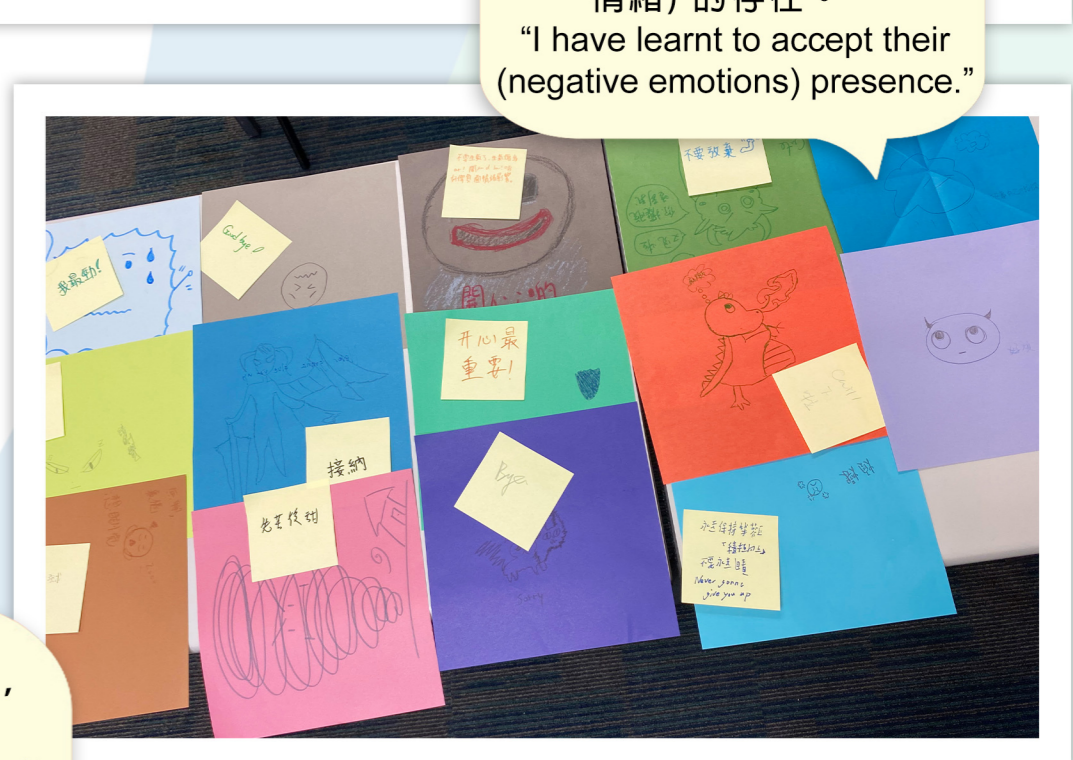
Group Session 2 - Uncover My Resources: Activate my personal strengths  
小組二 - 發掘內在資源：啟動我的自我強項



“原來我有愛人與被愛的能力，有領導才能，這些都是我一直未發掘到的長處。”  
“It turns out that I have the ability to love and be loved, as well as leadership skills. These are the strengths that I have never discovered.”



“活動中看到同學的性格多樣性，也讓我更能夠擁抱自己的個人特質，使我變得更加自信。”  
“The activity allowed me to see the diversity of the personalities of my classmates and also to learn to embrace my own personal characteristics and these have helped me to become more confident.”



“我學會接受它們（負面情緒）的存在。”  
“I have learnt to accept their (negative emotions) presence.”



“畫像自己的動物時，我可以從第三方審視自己，深刻地發現自己的特質，比如我偏理性及喜歡理論化的事物等。”  
“When painting my own animals, I can examine myself in third person and deeply explore my own characteristics, such as my rationality and my preference for theoretical things.”

Students learned to become agents of their own learning through reflective practice and ‘learning by doing’.  
通過反思實踐和「邊做邊學」模式，學生們學會了成為自主學習者。

Group Session 3 - Make My Decisions: Nurture my decision-making  
 小組三 - 自己做決定: 培育我的職涯決策動力



“我留意到朋友支持對我真的很重要!”  
 “I noticed that the support from friends is really important to me!”



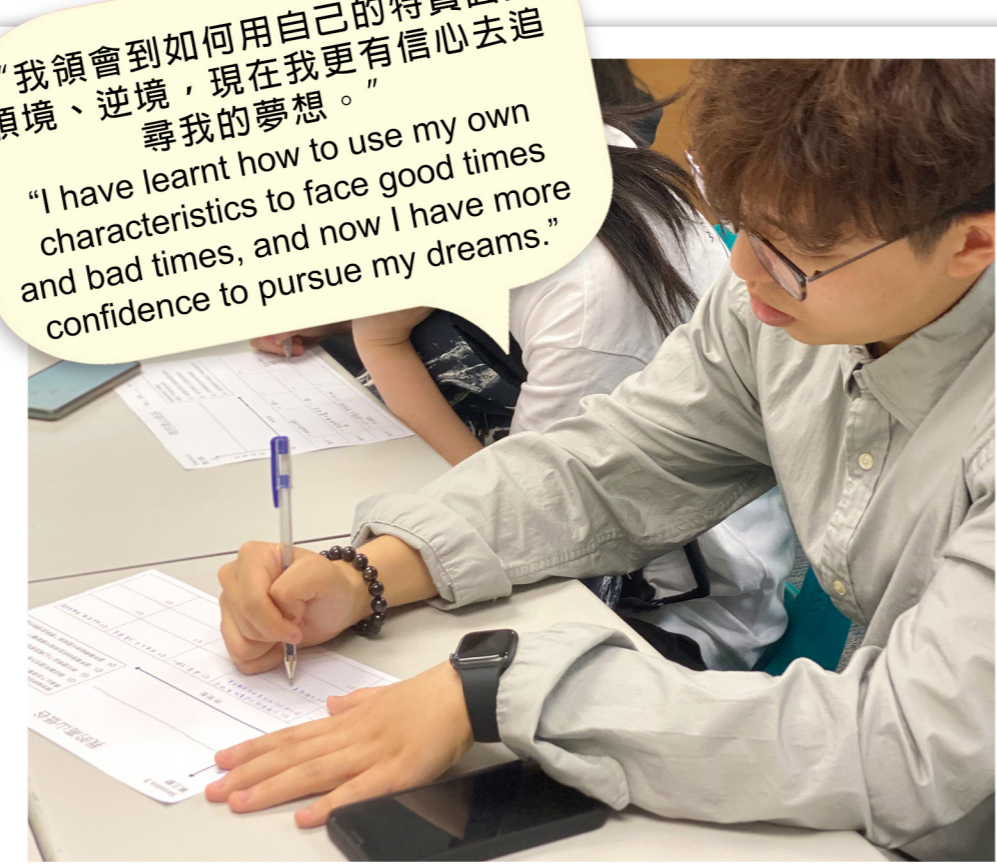
“我原來有處理事情的一套, 我更相信一切都在往好的方向發展。”  
 “I realised I have my own way of handling things. I trust that everything is moving in a positive direction.”



“我領悟到無論高山、低谷都是人生不可或缺的一部分, 可以讓我們成長及進步, 我更學會了欣賞人生過程中的每個瞬間。”  
 “I realised that all the ups and downs are part of life, they help us to grow and make progress. I have learnt to appreciate and embrace these moments.”

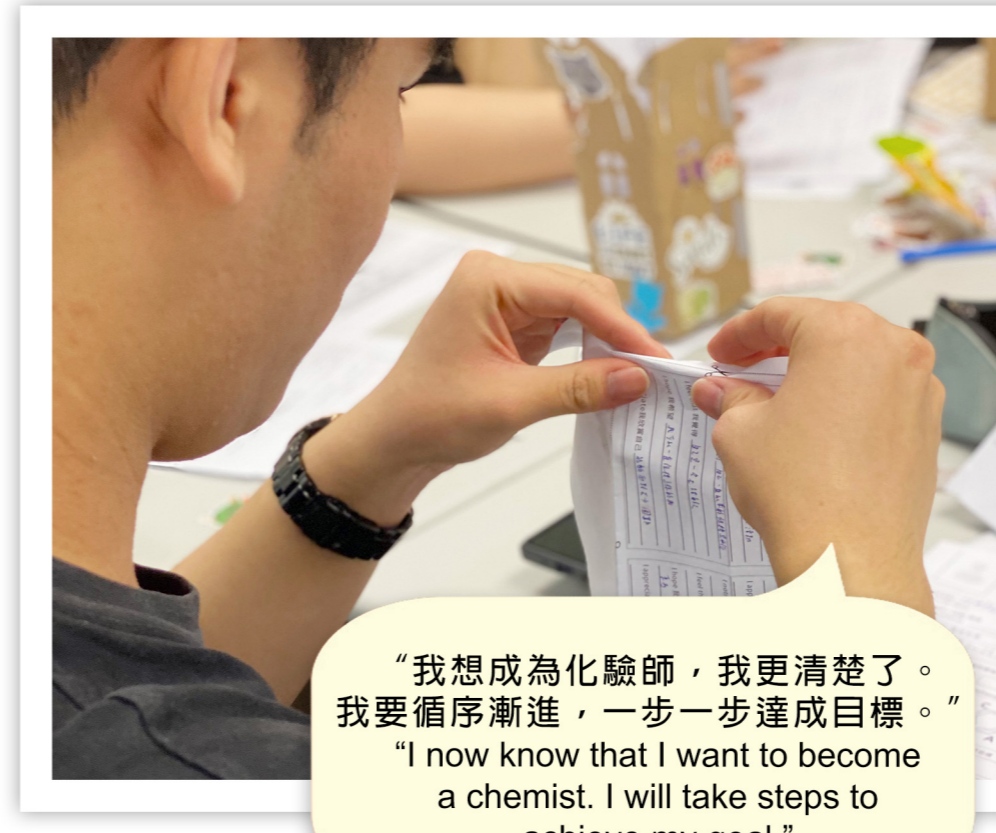


“自己的路, 無論向前、向後, 或停低, 都可以有好結果。我看到前路的光。”  
 “No matter if it's forwards, backwards, or downwards, my path can end well. I see the light in the future.”



“我領會到如何用自己的特質面對順境、逆境, 現在我更有信心去追尋我的夢想。”  
 “I have learnt how to use my own characteristics to face good times and bad times, and now I have more confidence to pursue my dreams.”

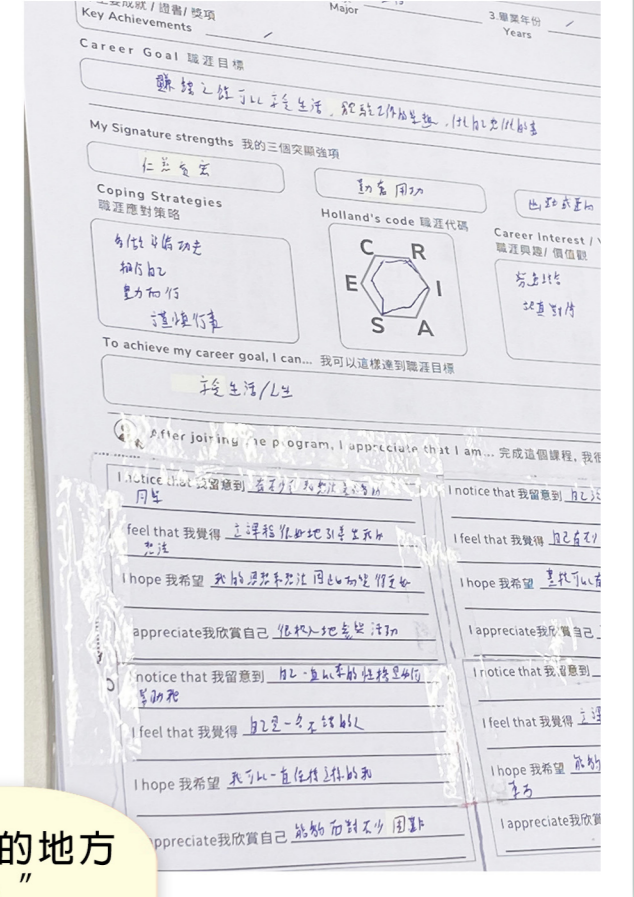
Group Session 4 - Use Myself: Construct my career identity and the way forward  
 小組四 - 運用自我: 創建我的職涯身份及前路



“我想成為化驗師, 我更清楚了。我要循序漸進, 一步一步達成目標。”  
 “I now know that I want to become a chemist. I will take steps to achieve my goal.”



“我不需要刻意的重建, 壞掉的地方也可以是我職涯的一部分。”  
 “I don't need to deliberately reconstruct the damages. The bad parts can still be part of my career journey.”



## Closing Ceremony 閉幕儀式



A closing ceremony was held to create a platform to share joy, personal accomplishment, and insight. Students were presented completion certificates by Dr. Benjamin Tak Yuen CHAN, Dean of HKMU LiPACE. An appreciate certificate was given to APPHK to acknowledge them for their support and service.

計劃舉行了一個閉幕儀式，以提供一個分享快樂、個人成就和學習心得的平台。HKMU LiPACE 學院院長曾德源博士向學生頒發了結業證書，並向 APPHK 頒發了感謝狀，以感謝他們的支持和服務。



## Participants' Voices 參加者心聲

A focus group was conducted to allow participants to share their feelings and perceptions on their experiences on the programme.

課程完結後，計劃團隊舉辦了一個焦點小組，讓參加者分享他們參與課程的經歷，表達其感受和看法。

上完這課程之後，我才發覺生涯的規劃並不單單是我想像中有關如何寫 CV，而是讓我看到自己的特質、強項，增加自己的競爭力。這些是我以前看不到的，但看到以後，我可以好好利用它們去達到我自己的目標。  
After taking this course, I realised that career planning is not just about how to write a CV as I imagined, but it allows me to see my own characteristics and strengths, and increase my competitiveness. These are things I couldn't see before, but after seeing them, I can make good use of them to achieve my own goals.

我學到原來我們需要更多 me time 去思考自己的需要、方向，而不是按老師所說的去寫低或執行。  
I learned that we need more 'me time' to think about our own needs and direction rather than just writing down and following what the teachers said.

最近（參與課程後一個月）我遇到一件大事，十分影響我的情緒，但突然，我又回想起在「我的高山低谷」這活動中領悟到的教訓 - 我可以做我力所能及的事，為改變去努力。這想法出現後，雖然我仍有低落的心情，但我更有動力去改變，讓自己不再後悔。  
Recently (a month after participating in the course) I have encountered a significant event which greatly affected my emotions, but then I recalled the lesson learned in the "My Mountains and Valleys" activity - I can do what I can to make changes. I still feel down sometimes but I am motivated to change so that I won't have regrets.

我自小有想發展的職業，但身邊人不斷打擊我，告訴我這目標太難，我不會做得到。但在課程中，我找回自信心，發覺原來我是有能力做到，我其實不用理會其他人的聲音，所以這個課程大大加強了我做這件事的信心，我更想做得到！  
I have always known the career path I want to take since I was a child, but people around me kept discouraging me, telling me that my goal is too difficult and that I will not be able to achieve it. However, during the course, I regained my self-confidence and realised that I was capable of achieving my goal, and that I didn't need to listen to other people's voices. This course has greatly strengthened my confidence and makes me want to achieve my goal even more!

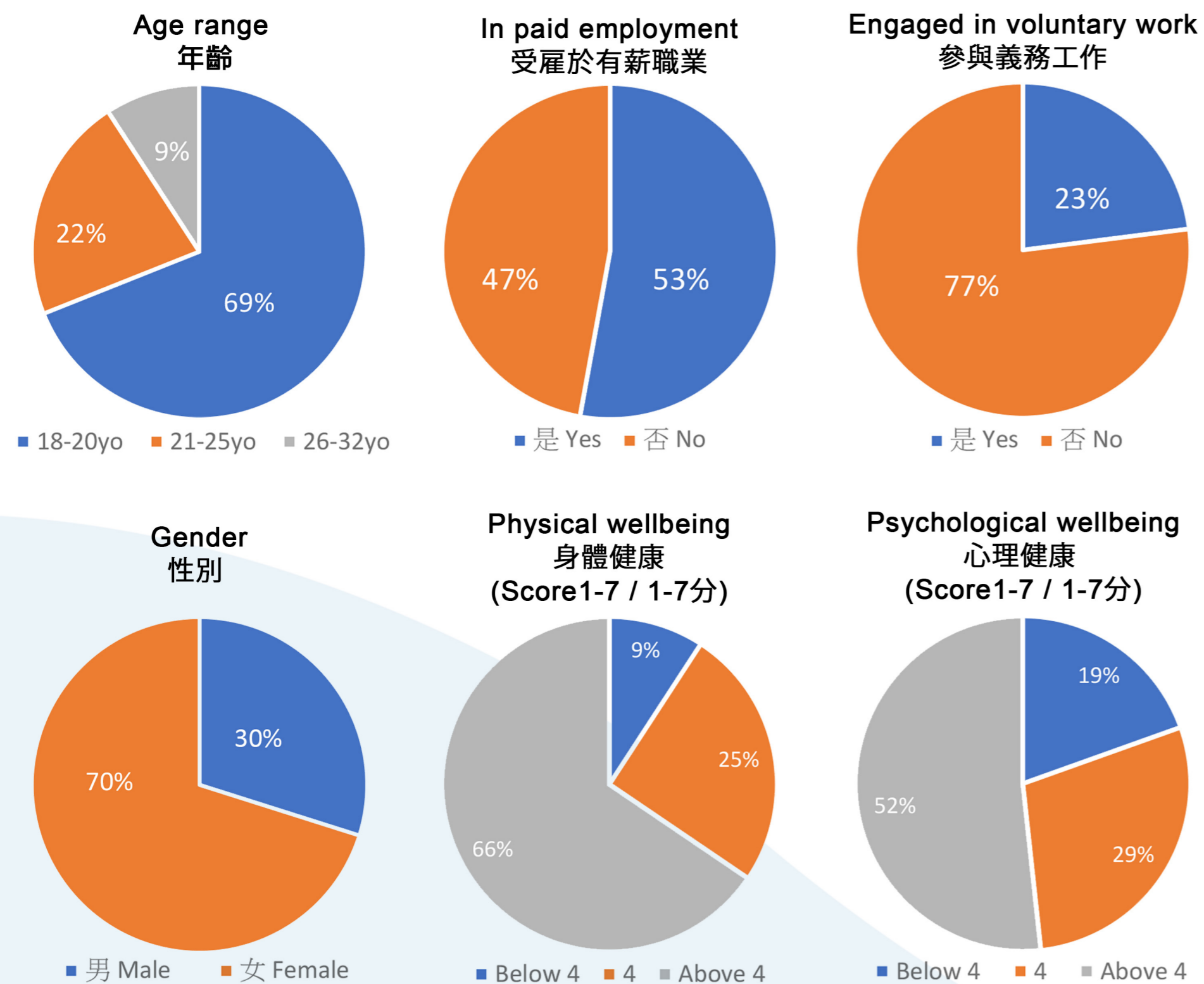
我本身是一個比較緊張自己表現的人，會努力讓其他人開心，但在課程中，我留意到每個人都不同，有自己的特質，不同性格都被允許存在，慢慢地，我也放鬆了綁住我自己的繩，發現原來「唔咁緊張其他人」都是OK的！我開始更關注我自己的需要，為自己目標努力。  
I am someone who cares quite a lot about my own performance and I would always try my best to make others happy. During the course, I noticed that everyone is different, we all have our own characteristics and personalities. I learned that it is ok to not always worry about others. I started paying more attention to my own needs and working on my own goals.

我本身亦有想發展的方向，但比較模糊，這個課程可以幫我加固自己的想法，而且讓我更明白自己的特點、希望。  
I have an idea of the direction of my career path but it is rather vague. This course has helped strengthen my thinking, and allowed me to further understand my characteristics and hopes.

A total of 100 students successfully completed the programme. 87 completed both the pre- and post-intervention surveys. Statistical tests were conducted with the Statistical Package for Social Sciences (SPSS) version 26 software. Participant demographic information was summarised. Paired-samples t-tests were conducted to identify potential changes on their responses to the measured variables.

共有100名學生成功完成了整個課程，其中87人完成了於課程前後派發的問卷調查。計劃研究團隊將所收集的數據以SPSS數據分析軟件第26版進行統計分析，歸納出參加者的基本資料，並採用成對樣本t檢驗來確定他們對測量項目的反應在參加計劃後是否有轉變。

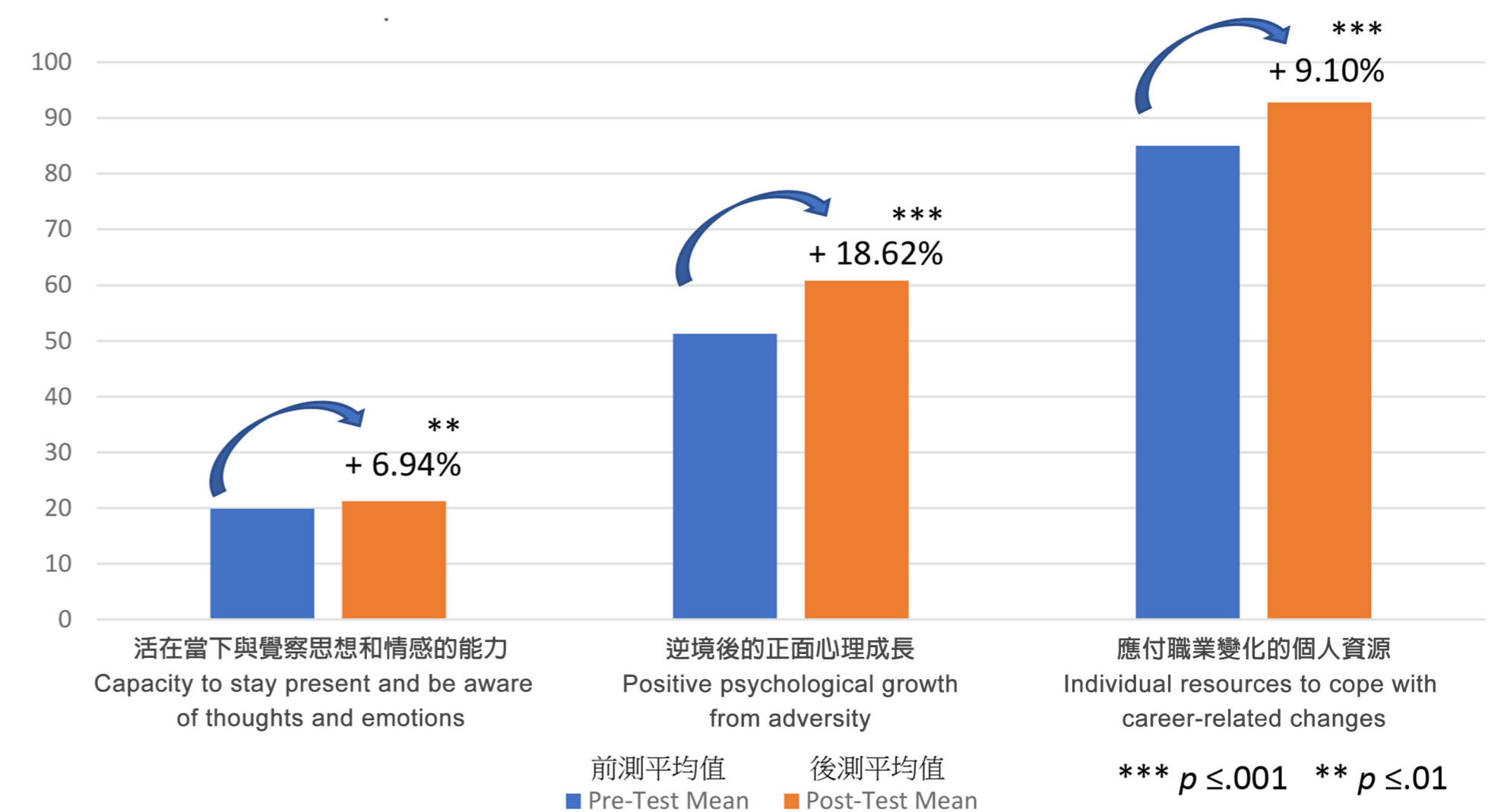
Participants Demographics / 參加者基本資料



The above information shows that the participants were not highly engaged in the workplace, and that their psychological wellbeing was slightly lower compared to their physical wellbeing, reflecting their needs to receive psychological and career-related support.

以上資料顯示參加者在職場的參與度普通，而有關其身心健康兩方面，心理健康程度稍遜，反映出參加者在投身職場及心理支援上的需要。

Comparisons of Pre- & Post-Intervention Mean Scores  
參與課程前後之平均值比較



Preliminary findings revealed statistically significant improvements in the above three measured variables, showing that the programme has achieved its major objectives in nurturing students' inner strengths, especially their capacity to grow and thrive after having experienced life's challenges and adversities.

初步統計結果顯示，以上三大測量項目在課程後都有顯著增長，反映本課程能有效達到其主要目標，成功培養學生的內在力量，特別是他們在經歷逆境后成長和茁壯成長的能力。

**Sailing Through Life & My Career Path**  
「逆後啟航」職涯設計課\*

運用強項優勢面對逆境  
Unleash Inner Strengths and Skills to Face Life's Changes and Challenges

探索職涯興趣及價值觀  
Explore Career Interests and Values Related to Personal Goals, Strengths and Needs

促進個人成長及自我認識  
Strengthen Self-Esteem and Facilitate Readiness for Personal Growth

強項為本  
Strength-Based  
體驗學習  
Experiential Learning  
反思討論  
Reflection & Discussion

培育職涯決策動力  
Nurture Decision-Making Efficacy

創建個人及職涯身份邁前路  
Construct Personal and Career Identities for The Way Forward

粵語授課 | 完成課程後可獲發證書  
Cantonese | Certificates issued upon successful completion of the programme.

Target Group 對象: HKMU LiPACE Higher Diploma Students  
Date 日期: February - April 2023  
Format 學習模式: Face-to-Face Small Groups & Self-Learning

專業課程設計及導師團隊  
For enquiry, please contact 如有查詢,請聯絡: Dr. Kathleen Chim (kchim@hkmu.edu.hk)

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Kayden Chan 陳建強 輔導心理學家  
Patrick Wu 吳國權 輔導心理學家  
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The “Sailing Through Life and My Career Path” project was organised under the Area of Interest group (AoI) *Career Readiness* at HKMU LiPACE. The AoI aims to contribute to the increasingly important global discussion on the futures of higher education by promoting the expanded understanding of employability, the socio-emotional part of teaching, positive lifelong personal and professional development, and the scholarship of teaching and learning.

The project was funded by the Quality Enhancement Measures (QEM) scheme and Small Project Grant of Hong Kong Metropolitan University.

「逆後啟航 — 職涯設計課」計劃由 HKMU LiPACE 職業準備 Area of Interest (AoI) 團隊策劃及推行。該 AoI 旨在促進各界對就業能力、社交情感教學、正向及終身的個人和職業發展，以及教學學術研究的理解，推動相關發展，藉此為有關高等教育未來路向的全球討論作出貢獻。

該項目由香港都會大學「質素優化措施」計劃及 Small Project Grant 資助。



課程資訊

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