



ISSUE  
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# University MarketPlace 大學廣場



## A TASTE OF WORK

學生事務處  
Office of Student Affairs

「試」  
業體驗

## A Taste of Work

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# Step Out for Success

Student Counselling and Development Service

According to the *Report of Manpower Projection 2018* issued by the Labour and Welfare Bureau, it is projected that the local manpower supply with first degree or postgraduate qualifications will increase significantly from 788,400 (23.1%) in 2010 to 1,054,600 (29.4%) in 2018. What's more, the labour force with postgraduate education is expected to increase at an average annual rate of 7.1% from 155,300 in 2010 to 267,900 in 2018. When university degree is no longer the golden ticket, university students nowadays are facing unprecedented challenges in their career development.

The Student Counselling and Development Service is honoured to have Professor Leung Seung-Ming Alvin, Dean of Faculty of Education, a counselling psychologist as well as renowned scholar in career counselling to share with us his views on career development of university students.

## 1. Facing the increasing challenges of credential inflation and globalization, how can students prepare themselves better for their career development?

Due to the influence of globalization and communication advances, knowledge transformation and transmission are happening at a rapid pace. Subject knowledge is updated more regularly than before and cross-disciplinary collaboration is more common. In order to stay competitive, students should be able to keep up with the fast changing pace of the social-economic environment and market demands by being life-long learners who are constantly open to new knowledge.

On top of academic qualifications, students should also develop functional skills which can be applied and transferred to different jobs. Functional skills are the "atoms" of skills and they can be used in multiple jobs and careers. Examples of functional skills are what is known as the "3Cs", namely **creativity**, **communication** and **collaboration**: to think out of the box and propose innovative ideas; to understand and respond to the needs of others; and to work with colleagues and co-workers effectively. There are many functional skills that could be developed through the university experiences, including skills to work with people, data, and things.



## ***2. How can students make the best use of various opportunities provided in university to be more connected to the world of work?***

Students should get the best from their teachers through involving in formal and informal learning interactions within the university campus. Students will not only learn more subject knowledge, but also benefit from the teachers' wisdom and life experiences which are beyond the specific subject matter.

Also, students should step out of the campus comfort zone by participating in experiential learning experiences such as internship and exchange programmes to enrich their whole person development. Through these experiences, students can learn to deal with culture shock, cope with a challenging work situation or interpersonal problem, or adapt to unfavourable living conditions. These challenges can allow students to develop problem-solving, communication and organisational skills as well as cultural awareness which are highly valued in the world of work. Experiential learning also allows students to better understand their interests and abilities and in the process cultivate a clearer direction of their career paths.

## ***3. How can students determine a clearer direction regarding their job search or career paths?***

Student should develop a good understanding of their interest, skills, values, personality, etc. They should also acquire sufficient knowledge about the world of work and see how they "fit" into different careers and work categories. Besides, students can seek advice from friends, families and teachers and career counsellors but it is important for them to make an informed decision. Reflection on experiential learning experience also plays an important role in integrating the learning into self-understanding and personal meanings which are critical to career development and decision making.

## ***4. Due to changes in Hong Kong's economic structure, career mismatch is becoming more prevalent. How can students strike a balance between their career aspirations and reality?***

In real life there is often a gap between reality and the "ideal". Many students would have to make some

compromise in their career and educational plans somewhere along their developmental path. Attaining the "second" choice might not be the end of the world and it would become a "very good" choice if we can adapt and make an effort to make this to become a choice more congruent with our needs and preference.

Students should have the mental preparation to start at a lower level of a career, or to start in a different job position other than what they prefer. Taking a job that is far from one's ideal can become a training ground for one to develop the necessary skills, know-how, understanding of the profession, and career interest to move closer to one's dream careers. A student can also try to "alter" or influence the work environment to create a better fit between self and career.

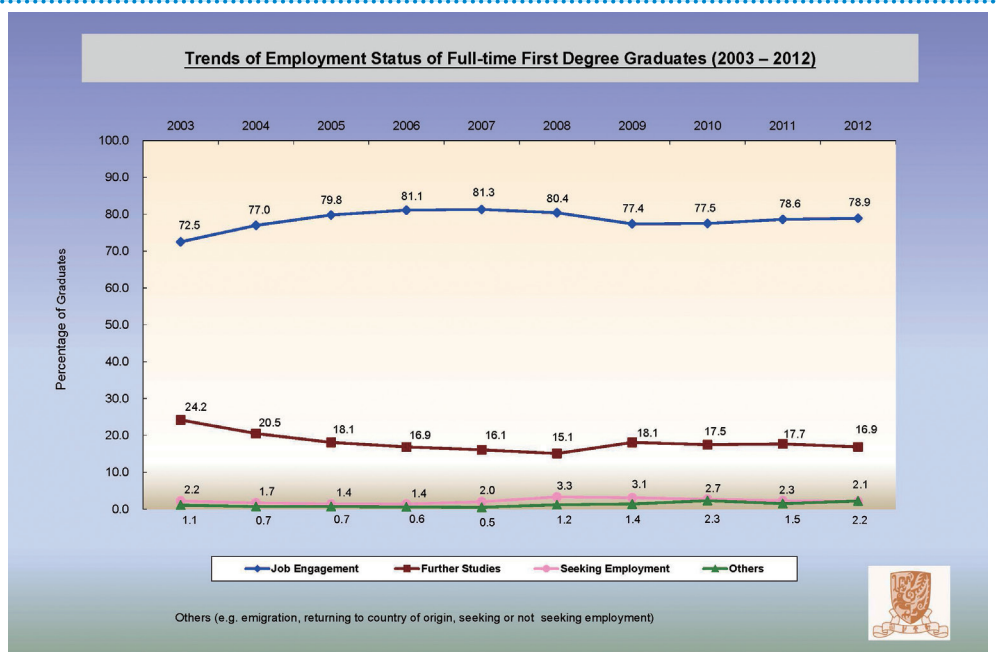
These days, one's job may not necessarily be directly related to his / her major. With good, deliberate planning and careful implementation, students of different majors are more likely to get closer to their career and vocational dreams. It is also important for students to note that life is full of possibilities and career pursuit is only one of the key facets.

## ***5. Based on your personal experiences and research expertise, what tips would you give for our students to benefit from workplace exposure and be successful in career development?***

Expand your comfort zone, step out of the campus and see the world. Embrace hardships and challenges with courage and openness. Remember, many successful people started from the lowest positions or tried many different positions before reaching their career and life goals. Wider exposure and better understanding of different work nature and settings will contribute to career attainment and satisfaction.

More importantly, career planning should not be postponed until the final year. It should be an ongoing process and an urgent agenda throughout your university life. Be an early and systematic planner with good understanding of the job market and yourself. Equip yourself with relevant experience and skills through strategic participation in various activities and self-development opportunities.

# CU Graduates' Employment Trend

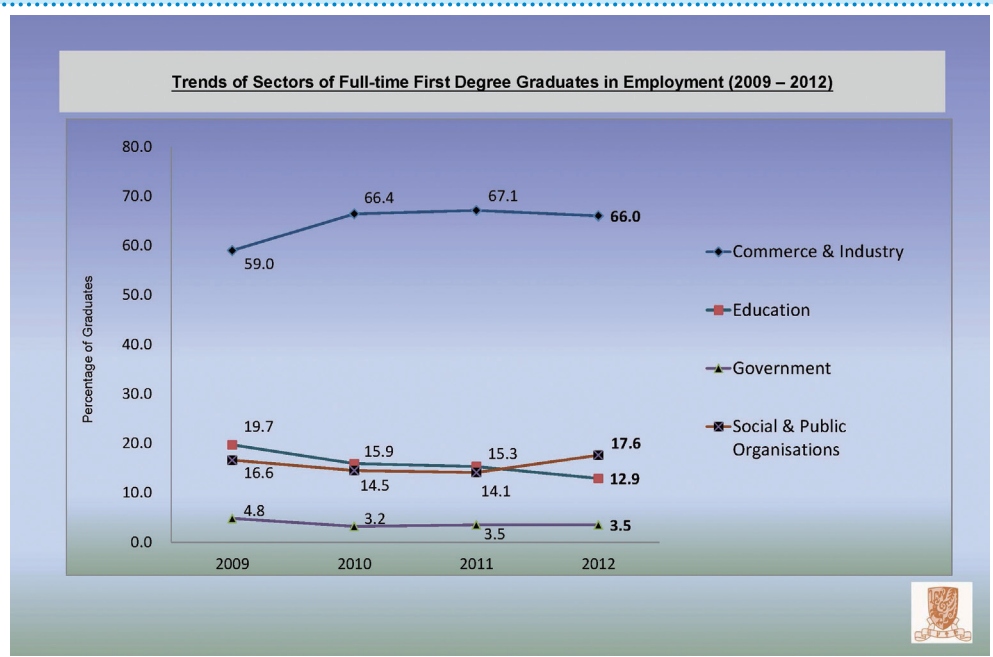


Every year, over 3,000 undergraduate students graduate from our University. The Office of Student Affairs conducts a survey by means of questionnaires and telephone interviews on the employment situation of the University's graduates. Judging from the statistics, the employment situation of our graduates from 2003 - 2012 was highly satisfactory. Over 95% undergraduate students were either employed or pursuing further studies after graduation.

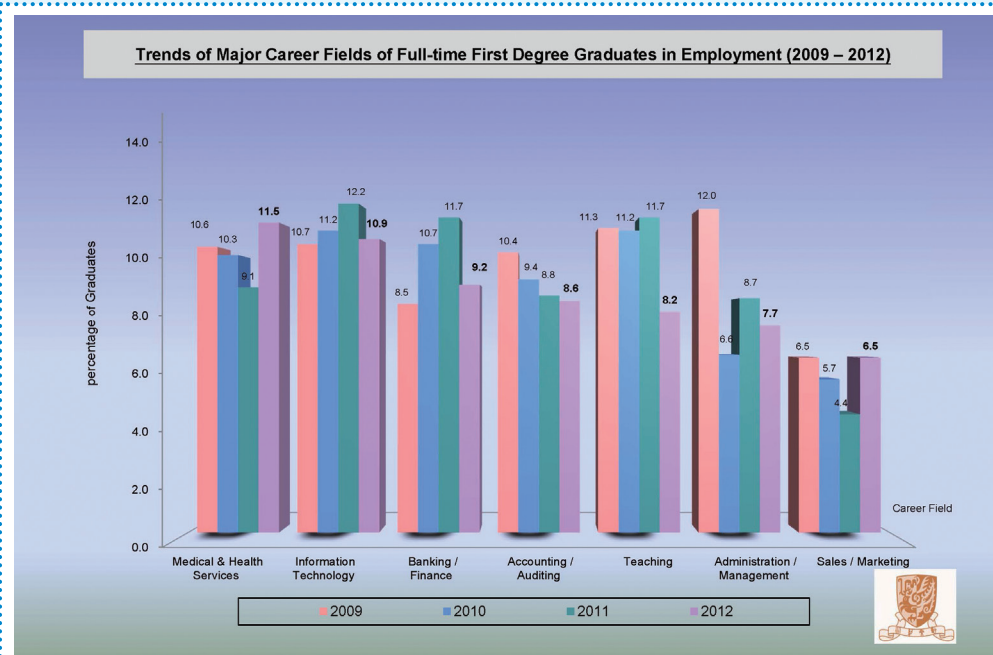
**Job Search Process (2009 – 2012)**

	2009	2010	2011	2012
Average no. of applications sent out	39	32	22	23
Average no. of first interviews attended	7	7	6	6
Average no. of job offers received	2	2	2	2

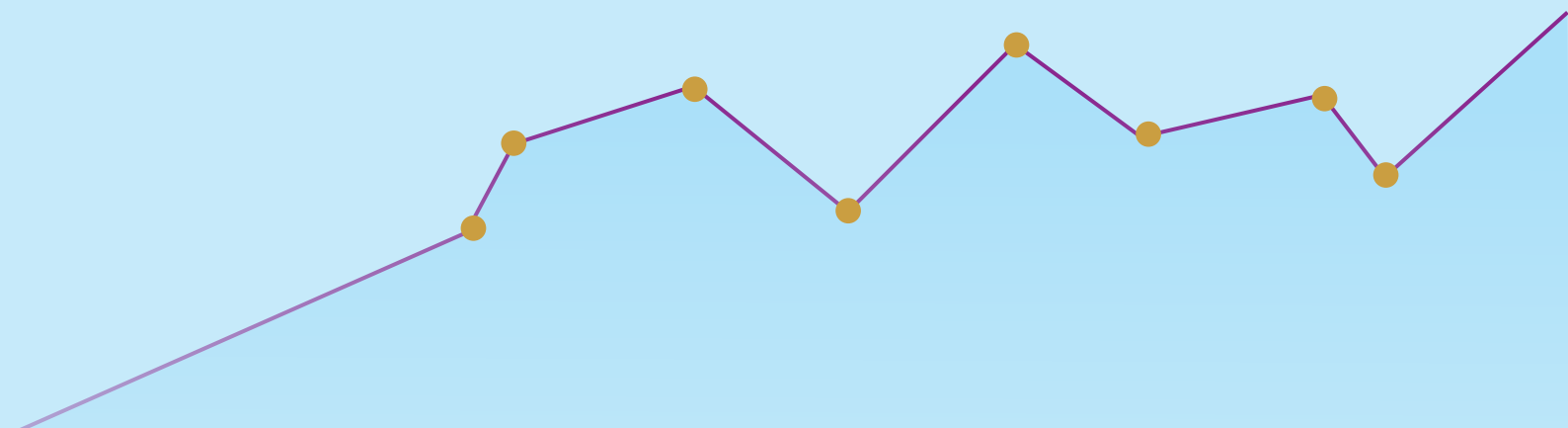
On average, our students attended seven first interviews and obtained two job offers during their job search process.



In the past few years, the "Commerce and Industry" remained the most popular job sector among our graduates. Over 60% of students joined this sector, followed by social and public organisation (over 15%), education (over 12%) and government (over 3%).



Top seven career fields engaged by our graduates were "Medical & Health Services", "Information Technology", "Banking / Finance", "Accounting / Auditing", "Teaching", "Administration / Management" and "Sales / Marketing".



**梁**領彥，會考喜獲9A1B佳績，透過優先取錄計劃入讀崇基學院計量財務系。2008年本科畢業，旋即受聘於某四大會計師事務所之一，投身金融財務業，主要負責大小企業的併購事宜。去年4月，他辭去工作，加入九巴車隊當車長，實現計劃已久的「工作假期」大計。從此，他多了一個名字—9A巴士司機。



## 「馬交」出我未來

學生記者：莊綽姿

### 一夕成名

#### 迴響之大超出預期

梁領彥自小期望有天能坐上巴士司機席，接載乘客來回各地。他認為，巴士路線多、載客量大，駕駛時須掌握路面環境，靈活穿梭，既有趣又富挑戰性。去年年中，他將自己毅然辭職至申請車長職位以來的心路歷程上載社交網站，希望鼓勵對夢想遲疑未決的朋友。網誌輾轉流傳，突然吸引多家媒體採訪其轉職經歷，更將其故事以頭條新聞報導，他坦言大吃一驚。



身邊朋友早知道梁領彥的夢想，所以得知他決定轉任巴士車長，大都毫不訝異。社會「反應誇張」，除了源於不理解，他認為也許因為其決定與社會普遍的規範有所出入：「近年很多高薪一族同樣不惜放下事業，出國遊歷，稍事休息。只是較少人留在香港從事所謂非大學生主流的工作罷。」

### 全盤考慮，未雨綢繆

為了追夢，梁領彥早已考獲巴士執照。他更有備無患，辭職後考獲「的士牌」，萬一未獲巴士公司聘用，亦可退而求其次當的士司機，載乘客遊走香港。

勇氣和衝勁當然無價，但追夢過程難免有所掙扎。除了家人、朋友的意見，他坦言另一最大考慮始終是收入：「轉工後月薪的確會大減。雖然父親為退休公務員，長俸足以維持生活，但我還是需要供養父母。不過，自問毫不揮霍，所以家用方面問題不大。」

### 「我其實都是現實的人」

有人奇怪，既然早立志向，為何當年又選擇計量財務學系。梁校友直言：「巴士司機沒特別學歷要求，而我對巴士維修等相關範疇沒有興趣。反正大學課程中沒有跟當車長直接相連的學科，我又不抗拒財務學，不如現實一點，選擇所謂出路有保障的學系，希望提升家人的生活質素，將來亦不用為金錢這確切的生活需要煩惱。而且，若嘗試後，發現自己並不真正適合當巴士司機，財務學的訓練至少讓我未來可有更多工作選擇。」所以，畢業後梁領彥先在金融財務行業打拚，建立與本科相關之事業基礎，萬一有需要，他仍可藉工作經驗重返老本行。

### 「狀元」的社會崗位

學業成績彪炳，又是受歡迎學系的畢業生，社會難免對他期望甚高，所以有網民指責他衝動轉行，「浪費專業知識與社會資源」。面對指控，這位「狀元」不以為然：「大學教育的目標是培養待人接物、邏輯思維和解難能



力，而非只授專業知識。本科學歷即使暫時未有大派用場，但所學的始終長存腦海。在現今知識型社會，擁有學歷的人會稍稍佔優，起步和前路可能比較平坦。但每人天份、能力不同，例如有人擅於處理人際關係，車隊內有同事駕駛技術高超等。學業成績不應是衡量成敗的決定性因素。」他認為，社會崗位不盡相同，貢獻皆無法量化。

### 有幸找到夢想 不妨跳出框框一試

「訪問刊登後，不少年輕人跟我討論『夢想』，我察覺不少人只活在社會的既定框架內，缺乏清晰的目標或喜好，但重視開心生活。若條件許可，又有幸發現自己喜歡的事，好應該踏出第一步，嘗試過自己夢想中的生活，不必盲目遵從社會規範。」他並不覺得別人對他作為「狀元」的期望是種壓力，只慶幸家裡經濟環境容許他放膽追夢。

### 誤打誤撞的額外收穫

敢於衝破框框，除了贏得至親、朋友和部份社會人士支持外，又鼓勵了不少同路人，梁領彥還得到了許多。「旁人未必能體驗到期待上班的感覺。我喜歡能夠親身參與乘客上學、上班，甚至等車的過程，跟很多不同背景的乘客交流，及直接回饋社會。這種滿足感是我前所未有的。」

BUS STOP

Road  
to  
Dream

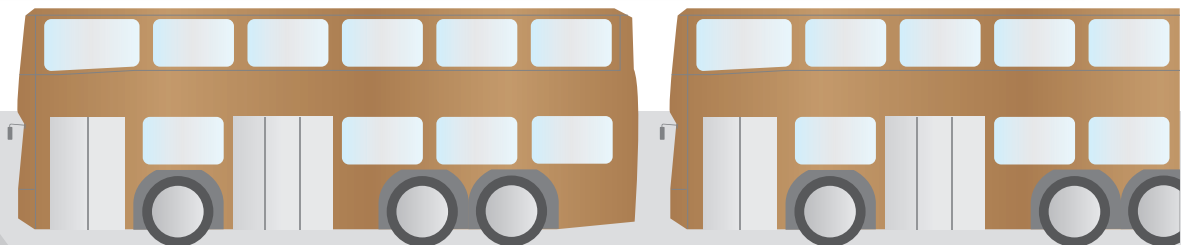
暫時，他打算繼續享受這愉快的「工作假期」，未有計劃何時重返金融工作。四個月前，他昂然接受公司邀請，現時除了當車長，還結合運作巴士的前線經驗和本身對路線系統之熟悉，參與路線策劃重組的後勤工作。他笑說：「於喜歡的範疇面對新挑戰，做事特別起勁。前路總未能預知，只要時刻有所準備，萬事不用過分擔憂」。

### 敢於追夢 不要把「失」過份放大



梁領彥寄語中大師弟、師妹，各人能力、志向及處境迥異，現實或未必容許以興趣為生，但夢想與現實的距離未必如想像中遠。他無奈說：「很多人認為我為實現夢想放棄了晉升機會，但總忽略我同時亦得到了許多。即使有『失』，年輕亦是本錢。我們應權衡得失再決定自己的漫漫前路，不宜太害怕『失去』。」他鼓勵與夢想漸行漸遠的人像他一樣嘗試將兩者拉近。

人像巴士一樣各有路走，或未能全然控制既定終站。但梁領彥靠著清晰的視野和目標，自信地手握方向盤「駛」向未來，往夢想進發。







← 這幅照片是由一名參加 Lensational 攝影工作坊的菲籍傭工，Jem，拍攝的。她把照片名為「讓旅程開始吧」(Let the journey begin)，象徵著一班外地傭工對來港的旅程充滿盼望。照片中的男孩，是一名印尼籍前傭工來港後所誕生的兒子。  
(By: Jem Guanzon)

趙舜茹

Lensational 創辦人  
環球商業學畢業生

## Lensational

作為商科學生，我們如何運用商業的力量改變社會呢？有些人選擇投身跨國企業、政府部門等等，而有些人則立志創業。去年3月，我和另一名大學同學 Peggy，成立了非牟利社會企業 - Lensational，讓婦女透過相片表達內心世界。在5月時，我們開始為本港的外傭提供免費攝影課程。我們的學弟 Michael，特別關注本港外籍傭工的權利，也參加了 Lensational。在過去一年，我們已在香港、緬甸及巴基斯坦，為120名當地婦女及兒童舉辦攝影課程，並於去年10月舉辦了攝影展。

Lensational 能夠開展和順利發展，有賴中文大學的支持。對我們來說，接觸到的每一名基層婦女和她們的孩子，都是領袖。我希望藉此機會，分享她 / 他們的故事，表揚她 / 他們值得尊重和尊敬的生活點滴。



↑ 菲傭 Merlita 於香港工作達20年，曾在工作坊上分享一張在維港拍攝的照片。香港人可能會覺得普通，但想不到這名菲傭慶幸來到如此美麗的香港，並希望在本港努力賺錢，讓兒子到本港旅遊。  
(By: Merlita Padua Gementiza)

↓ 兩名菲籍傭工在 Lensational 攝影工作坊的最後一天和我們分享感受。她們說，攝影是她們尋找快樂的過程，讓她們好像這幅照片中的兩個雕像般，常常展露燦爛的笑容。  
(By: Oyet Battulayan)



← ↓ 我在巴基斯坦一間農村學校開辦攝影課程。以下為學生們拍攝的照片：



我們透過 Lensational 的學員的鏡頭，分享她 / 他們眼中的美。我希望在未來的日子，Lensational 能把更多的故事，和世界分享。亦希望我們的創業故事，能啟發更多同學實踐他們的夢想。

**Lensational**

Website: <http://Lensational.org>

Facebook: <http://facebook.com/Lensational.hk>

# I left my heart in AMAZON

Cora Chan (Anthropology / Year 4)

It was 18 April 2013. I received a one-month internship offer at Fauna Forever which is a non-governmental organisation aiming at the conservation of the Amazon forest.

It was 15 June 2013. I had finally arrived at Puerto Maldonado, a city in Peru at where the "office" of Fauna Forever is located. The dreamlike experience started by a pleasant greeting at a wonderful wooden lodge in the middle of bushes and trees - it is the Fauna Forever House. Upon arrival, I was already overwhelmed by the dynamics in Puerto Maldonado on the first few days - being one of the most expensive cities in Peru, the city is filled with gold miners, Brazil nuts collectors, hunters, local residents, environmentalist, etc. Then I realized I was the first office intern in the organisation. My job duties included washing dishes in the house, cleaning the shared bedroom and bathroom, cooking meals, sorting out the enormous article library, looking for potential cooperation with universities and volunteer agencies, conducting meetings with the founders and so forth. It is basically about all the back-up or administrative support for the sake of the smooth running of the organisation.



Another quick fact, most of the conservation work is done in the major research centre inside the Amazon Rainforest, namely ARCC (Amazon Research Conservation Centre). It takes a 3-hour drive and another 2.5-hour boat ride from the Fauna Forever house to ARCC. After working in the office for two weeks, I finally got the opportunity to go into the forest for a week. It was definitely a mind-blowing journey. At the very first day of the journey, my colleagues and I caught sight of a jaguar on the boat ride, which was once in a blue moon according to my experienced colleagues. Then I saw great otters, caimans, tarantulas, monkeys, lots of birds and snakes which I could barely name. The highlight of my journey is surely the night when I went out with the caiman team. We saw a black-headed calico snake eating a rat! We stayed for almost an hour just to watch the snake swallowing the rat from half-way till finished.

During the week in ARCC, I also joined the bird team and the mammal team. We went out at around 5:30 every day in the morning and set up nets to capture birds. Then we identify, 'process' (including a check on molt limits, age, weight, health, gender, etc.) and photograph them before release. In the mammal team, I went with my colleagues to follow a group of saddleback tamarins to record their behavior and feeding locations. Leaving the formal trail, we went into the forest by pushing aside all the entangled branches and leaves. Following the group for almost 5 hours in the morning, I could not forget the moment when the tamarin and I were staring at each other in the eyes. Deep in the jungle, I also met some glass-winged butterflies and a colourful little bug.

Apart from the astonishing animals I saw, the lifestyle in the jungle is surprisingly preferable. Zero reception of Internet or signal for phone and computers made full relaxation possible. Moreover, power went off every night at around 9, so healthy lifestyle is the only option. Accompanied by the peaceful symphony of nature, falling asleep and waking up were some best moments in a day.

The week in the jungle passed in a blink. Finally, it was 20 July 2013. Saying goodbye was the toughest task I faced in the whole month because of the relations I had developed with my fellows. With part of my heart being stolen and kept in the forest, the story temporarily comes to an end.



#### About Fauna Forever:

please visit [www.faunaforever.org](http://www.faunaforever.org) or search for the official Facebook page: [Fauna Forever](#)

#### About the author:

Cora is a Year 4 student in Anthropology. She went to Mexico for a year-long academic exchange from August 2012 to May 2013 and moved to Peru for internship from June to July 2013.

# Working with

# People

劉富榮

(社會工作 / 二年級)

自從升讀社工系之後，我就一直期盼著實習的時刻，因為我總覺得除了學習書本上的理論，也得要親身去體驗，這樣反而會學得更多。在這年，我終於盼到了一個實習的機會。這實在令我感到十分興奮，因為我終於有機會可以學以致用。然而，實習卻並未令我得到很大的滿足感，反而令我受了不少挫敗。繁重的功課量、不如意的表現，都令我承受了不少壓力。幸好，教授提醒我這只是一個學習的過程，令我明白到錯誤是學習過程中不可避免的體驗，亦令我意識到、感受到理論與實務的落差。實習的過程也許是痛苦的、挫敗的，但始終是一個有意義、有價值的經驗。只要咬緊牙關，闖過這條木人巷，我相信我將來定必能夠成為一個優秀的社工。



黃桂芳

(老年學 / 二年級)

在剛過去的學期，我以老年學實習學生的身份走進了深水埗區。

其中在一間老人院舍內，每次經過一位婆婆的房間，聽到一些同事問她：「你知道現在是什麼季節、自己在那兒嗎？」她都不太清楚。她是一位一百零六歲的婆婆，她聽力衰退、雙目失明、下半身截肢、插胃喉進食，需長期臥床、意識模糊。

其實，在老人院舍內看到這麼體弱的長者，是普遍的事。眼見她們大部份時間都在床上渡過、沒有太多與人交流的機會和空間，我問：「我有甚麼可以為她做嗎？」

得到院長的批准後，我帶了小結他、耳筒式擴音器、走到婆婆的床邊，彈唱一些懷舊金曲，邀請婆婆一同打拍子、分享她的感受。戴上了擴音器，婆婆可以享受音樂、可以與人對話。

做彈唱活動其實是很微小的事，但挺有意思的。因為不論身體狀況如何、不論年紀多大、不論行動有多不方便，我們總可以活得快樂一點吧？

這個實習，我找到一份「工作熱誠」，原來「工作」除了換得物質上的回報，更換到一份「使命感」回來；原來未來工作的方向，除了在課堂、書本中尋覓，更可以在實習中發現。



香淑怡

(護理學 / 三年級)

護士的工作充滿挑戰性，做每一件事都要快而準，因為我們面對的，是活生生的生命。以內科病房為例，除了要按時完成病房的日常護理程序，包括：量血壓、洗傷口、派藥、換片、餵鼻喉等之外，還要抽痰、插胃喉、插尿管、收症……完成醫生的指示後，更要時刻留意病人的身體變化，觀察他們的病情有沒有轉差。

病房裡時刻都有不同的事發生，有老頑童多次想逃離病房、有白髮蒼蒼的老公公每天風雨不改地探望老婆婆；我試過被病人打罵、也試過工作大半天後才有空去洗手間。

記得一天的上午，我忙得不可開交。當我替一個無力自理的病人清理完大便後，她費力地握著我的手，緩緩地向我說了一句：「唔該……姑娘。」我頓時心生感慨，原來有些事，雖然枯燥乏味、惹人厭惡，但對病人而言卻如雪中送炭。看著她們感激的神情，身體上的疲勞竟化作動力，希望繼續為他們盡一份力。

於我而言，護士不只是一份工作，更是一份使命，一份向病人、向自己盡責的使命。在這過程當中，令我感受到生命的無常，人生在世，並非所有事都理所当然，懂得珍惜，才是智慧。



(上右二)

何嘉雯

(社會工作 / 碩士二年級)

無論是十星期還是六個月的實習，都是一個不可多得的學習和反思機會。在實習中，我學習的不單單是技巧，更是一些工作和待人心態。在個案跟進、籌辦小組活動和參與機構服務的過程中，我接觸社區內不同的服務對象，學習以接納的態度聆聽、了解他們的感受和辨識他們的需要，繼而提供合適的服務。我亦從這些實踐中了解自己的限制，漸漸成長。實習是屬於個人的成長歷程。而且，老師、上司和同事的經驗分享，也令我更體驗在被接納的環境中工作！



# A try at **Work**

**W**ork, regardless of the form, is said to be a vital component of university life. Such experience is gaining more and more popularity not just driven by the pay, but also the value it adds to a student's résumé, vision and personal growth. In this article, some non-local students share their work experience and a local student tells how her work has brought closer interaction with her non-local peers.

## **CHAN Tek Long from Macau (MPhil-PhD in Chemistry)**

Time flies as I have been a teaching assistant (TA) in the Department of Chemistry for almost two years. The duties of a TA are of many kinds, such as being a laboratory demonstrator, a final year project leader and a tutor.

I have been a tutor and laboratory demonstrator in these two years. When I was a CUHK undergraduate student, I thought the job of a TA was very easy, like marking assignments or evaluating students' performance in the laboratory course. However, after taking up the role, I have realised that being a good TA requires a lot of preparation work. For example, when I am marking students' assignments, I always make detailed comments for each assignment and prepare a report of the students' performance for the lecturers' easy reference. Carrying out pre-class experiments before laboratory class is also part of my duties. At the same time, I also need to answer questions from students after lectures on the internet or face-to-face.

Although the workload for a TA seems heavy, I find a lot of heartwarming moments with my students, especially when I got some "thank you" messages from them after grade announcement. I felt so happy and found the job worthwhile because my efforts were appreciated.



## **WEI Ran from mainland China (Hotel and Tourism Management / Year 3)**

To fulfil the curriculum requirement of my major study, I worked part-time in Café 12 at CUHK as a waiter twice last year in which one was serving in The Café and the other was in The Stage. As operation was a very basic and necessary skill for hotel management students, we were required to put on a uniform. The first job in The Café consisted of two parts - one in the back of house and the other in the Café bar. We were equipped with the necessary knowledge and were also asked to have some real practice, such as making coffee, taking orders etc. While in The Stage, we needed to act as real waiters to serve guests.

It really helped me a lot with understanding of some food and beverage knowledge and concepts like time management and inventory management. As a non-local student, I felt it really hard to communicate with guests in Cantonese. However, smiles helped all the time, especially in the hospitality industry.

Once during the training work, we received a dining reservation of more than 20 people. I had to remember all the guests' names in Dutch, their seating and also the food they ordered. That was quite challenging especially when I was holding the name list and practising the pronunciation of each name. However, it was an interesting and memorable experience.



**Aditya SHROFF from India**  
**(Systems Engineering & Engineering Management / Year 5)**

After my second year of university, I decided on taking up a one-year internship programme at HSBC. At first it was a difficult decision to drop out of school for one year and instead to experience work life in Hong Kong, but it was a decision I do not regret.

As an engineering student, I was admitted to the technology department of HSBC. I did not face much trouble settling in as the company had a very international atmosphere. My daily duties involved working on finance related IT projects. I also needed to attend weekly team meetings which helped me understand the working style in a big financial corporation.

I think a longer internship duration, say 12 months instead of three months was an advantage. I felt like part of the organisation and had a lot of time to learn. For instance, I got to realise how important having a routine was. I could also see how university study could be applied in real life. After my internship, I have focused more on subjects that interest me and built my academia around my interests.

From my experience, working required more responsibilities and a stricter routine, which differed from being a student. Another major difference was I came across people of different ages and expertise at work whereas at university I mainly had to deal with fellow students. That was a good experience for me to learn how to communicate skillfully with all kinds of people.



**Hinia YEUNG from Hong Kong**  
**(MSSc in Social Work / Year 1)**

I was an on-campus student helper during my undergraduate study and interned at some government departments. Currently I am the assistant for CLOVER, a campus-wide cultural diversity cum voluntary service programme. Unlike my previous work experience, with CLOVER, I am more than a helper - I also feel like a participant to learn something new! For example, I provided on-site support to the training workshops on volunteering skills, which were also knowledge related to my major study. In addition, leading the participants to various green activities has increased my awareness of environmental protection and deepened my understanding of Hong Kong.

This job also enables me to get in touch with students from diverse backgrounds, which is an exciting cultural exchange experience. I used to think it would be hard to get along with international students because of cultural differences, but the job has changed my mind. I remember during the visit to an organic farm, I had a good time chatting with a Korean student on K-pop culture!

Other than administration work, I got to have more interaction with other students. My professional skills, including team leading and observing group dynamics have improved as well. This is such pleasant, special and rewarding experience!



# 課餘的專業部隊—— 「輔警大學生計劃」

羅俊熹（公共衛生 / 二年級）

我從小四起便當童軍，潛移默化下培養出喜愛戶外活動和勇於挑戰自我的性格。或許由於自己是制服團隊的成員，我一向對紀律部隊的工作很感興趣，心裡亦一直蘊釀著一顆服務社會的心。在機緣巧合下我從師兄口中認識到「輔警大學生計劃」，經過深思熟慮後，我下定決心參加，既希望度過一個充實的暑假，亦可以嘗試一直具濃厚興趣的警務工作，學習新知識和技能，同時趁著暑期提早接觸社會，為日後踏入社會做好準備。

計劃初期的訓練大都集中在步操、體能訓練與教授警務程序、法律等知識，務求先建立我們的紀律和團隊精神。起初，我們一羣大學生顯然都不習慣嚴格的紀律訓練，不知不覺呈現出日常的壞習慣：遲到、上課時打盹、坐姿懶散……這些習慣雖然在平日課堂上可說是司空見慣，但是在嚴格的學警學堂裡卻是絕不容許。當你親眼看到同學因此而受到「風筒式」的責備、加操甚或上萬字的罰抄後，大家就自然會把這些惡習戒得一乾二淨。經過幾星期的訓練後，我們各班都漸漸成形，來自不同大學的學警亦開始熟絡起來。單一的訓練亦開始變得多元化，加入了槍械、武力使用、人群管理、事故處理等前線訓練，真的令我大開眼界，亦使我從一個學警慢慢成長為一位專業的警務人員。

在十二星期的學警訓練中，我非常享受和投入，在射擊、步操、體能、學術和紀律方面也有良好的表現，加上有幸獲得長官們的賞識，最終贏得銀笛獎的榮譽。能夠於下著滂沱大雨的結業會操，自豪地接受同學和親友的祝賀，領取銀笛獎，無懼風雨、昂首闊步地成為一名正式的輔警警員，真是我人生中最難忘的片段。

現在的我隸屬西區警區軍裝巡邏小隊第二隊，日常的工作除了最為市民熟悉的「行咁」之外；在重大節日期間，我亦需當值擔任人群管理的工作。身為年輕人，無疑要犧牲與朋友玩樂慶祝的機會，但能在大除夕、煙花匯演中服務市民，是一個非常特別的體驗。在電影劇集中，你可能經常看到警察捉賊、開槍的情節；然而現實卻很少出現這些情景。「沒有賊捉，那麼在日常的警務工作中如何能得到滿足感？」其實只要能夠服務市民，即使事情小如旅客問路，當你解決到他們的問題後，他們笑著道謝自己時，你便能感受到那份由衷的滿足感。

輔警大學生計劃除了讓我認識到一班來自不同院校的好伙伴，提升了自己待人處事、情緒管理的能力，更重要的是讓我完全感受到警察制服的重量，服務香港社會的使命感。“We Serve with Pride and Care”：這除了是警隊的承諾外，也正是鞭策我努力成為一名好警察的座右銘。

輔警大學生計劃(AUS)始於2003年，旨在招募本地的大專院校學生成為輔警，為社會服務提供機會。獲挑選的學員在暑假期間，須接受為期12個星期合共320小時的全日訓練，內容包括警察實務、步操及戰術訓練等。完成訓練後，學員將正式成為輔警警員並會獲發委任証及派駐不同分區警署，職責包括保護重要地點、為指揮及控制中心提供人手、在天災或影響民眾的緊急事故發生時提供一支後備隊伍協助有關工作、及在大型公眾活動及其他預先策劃的行動中支援正規人員執行人群管理工作。

在每年約十月至十一月期間，警務處會進行推廣及招募。有興趣參加此計劃的同學，可留意學生事務處就業策劃及發展中心網頁 <http://cpdc.osa.cuhk.edu.hk>。

資料來源：[www.police.gov.hk/ppp\\_tc/11\\_useful\\_info/aux\\_police/index.html](http://www.police.gov.hk/ppp_tc/11_useful_info/aux_police/index.html)





# 另類試業 — 從下鄉實習到投身扶貧工作

**提**起實習，或許不少同學會認為「這些機會不是我的」。因為他們或許將實習定型為到大公司的辦公室裏工作，才「見得大場面」。香港中文大學的博群大中華實習計劃，希望讓同學突破對實習既定的框框，回到實習的原點，給他們機會探索和實踐自己的興趣和想法。同學透過到大中華不同地區的非政府組織實習，從而讓他們擴闊文化視野，累積以社區為本的工作經驗，反思個人成長與社會關懷的關係。黃雅怡校友為2012年博群計劃的實習生，畢業後更投身樂施會的扶貧工作。黃校友希望透過她的小故事，勉勵學弟學妹把握實習機會，找到自己在社會上應擔當的角色。這又是否你希望得到的「試業」體驗呢？

**黃雅怡 (13 新亞政政)**  
2012年內蒙古救漢婦女發展協會實習生  
現任樂施會政策研究助理

## 非主流實習的開始

2012年3月，我在等校巴時，偶然看到博群實習計劃的海報。單看其標語「回到實習的原點」，我就聯想到它應該並非「主流」的實習計劃。我當時已在非政府組織(NGO)擔任義工一年，加上課堂時涉獵到有關內地NGO的發展，我著實希望親身了解這一行業的發展。就在這機緣下，我開展了我的NGO試業之旅。

### ★ 愛心超市及下鄉貸款的工作

於內蒙古的兩個月暑期實習期間，我接觸到一個名為「愛心超市」的項目。超市旨在幫助社區內的特困弱勢群體及社區外需要救助的婦女兒童。超市會籌募資金購買生活必需品，並以低價售予有需要的人士，同時發放給社區內的貧困人士。我們很投入愛心超市的工作，做了大量的田野考察、社區訪問調查、市場調查，以了解受眾的需要。其中，我們設計了社區調查問卷，也前往各糧行、超市、雜貨店比較價錢。此外，我們更撰寫意見書，以及在機構工作會議上報告我們調查的結果。



另外一項實習任務為了解協會的小額貸款運作。此項目旨在為農村婦女發放小額貸款，以讓他們學會發展生產。為了解其運作，我們便下鄉考察一星

期，走進社區裏與信貸戶聊天、前往市集和農民交流。我們下過田，放過羊，進過豬場與雞舍，切身處地地感受他們的生活和故事。透過這些工作，我更加了解受助者的生活需要、習慣和社區脈絡；我亦明白到推行社會活動不只靠滿腔熱誠，還要有清晰的策略和詳盡的計劃，才能真正幫助受眾。



### ★ 成長·以後

兩個月的實習時間過得很快。我實習初期想家想得很，還面對很多問題。一路走來，成功解決很多「曾經以為是困難」的困難，我很慶幸在這次實習裏看到很多，聽到很多，認識了很多人。也許一輩子就只有這一次的見面，而我們亦因此改變了對方的生命。

## 試業過後一事業的開端

現在回想，原來實習已是一年多前的事。它彷彿為我開了一扇窗。從實習前對前路的迷惘，到實習後得到了經驗，找到了方向，看到了出路。過往我想過當學者或研究員，卻找不到研究的方向。此次實習讓我認識到「發展學」(Development Studies) 這個學術領域，更使我對扶貧工作得到許多實質的認知。我慶幸這次實習亦令我找到畢業後的方向——在NGO累積工作經驗，再於相關方面進修，將來在政策倡議領域上發展。我十分欣賞非政府機構工作者驚人的能耐、熱誠及對社會的承擔！我很希望成為他們的一份子。因此，我在大學最後一個學期時應徵了樂施會政策倡議的職位。幸運地，樂施會給予我工作機會，讓我這個初出茅廬的女孩能夠參與本地貧窮研究的工作，貢獻社會之餘，亦向理想邁進一步。下一站我希望負笈海外，進修「扶貧研究」(Poverty Studies)，看看可以為世界上貧困的一群再作些什麼。

### 筆後感：

「大學生涯裏，自省是我的左右銘。多把握大學提供的各種機會，找出自己在社會上可以擔當怎樣的崗位，發揮所長！」

黃雅怡校友(右)於實習中收穫滿滿



# 美麗中國

## Teach for China

老師

曾辰愉，2011 市場學碩士生。畢業後進入內地一家諮詢公司工作。一年後離開這行業並在 2013 年加入「美麗中國」，開始為期兩年的專案老師工作。

棄商  
執教

我一直很關注對教育不平衡的現象，家裡也資助了兩個孩子的學業。但學生和學校需要的不僅僅是物質援助，更需要優秀的老師。美麗中國給我一個很好的機會，讓我做些有意義而終身不會後悔的事情。

春風  
化雨

我是超過 100 名七年級學生的英語和歷史教師。看見他們在考試中發揮出色，取得全年級第一的好成績，讓我引以為豪。而作為副班主任，我和當地老師一起探討家庭教育與學校教育的聯繫，嘗試讓家庭教育與學校教育的目標一致，為學生終身發展做準備。

而美麗中國團隊更一起開展教育類的專案，如點亮眼睛計劃（為我們的學生免費配備近視眼鏡）、英文演講比賽、學生廣播站、班級閱讀俱樂部和圖書館項目等。

窩心  
時刻

在平安夜，收到了太多學生精心準備的禮物、聽到太多學生和他們的家長對我們的褒獎與信任，實在是窩心。也很感動的看見一些當地老師漸漸被我們影響，在課堂上更見激情。

家校  
合作

讓我分享兩個小故事。有一個學生，他習慣在每個科目作弊，無論作業還是考試，好像從不在乎。跟他聊過很多次，但效果甚微。終於在一次「閒聊」中發現，他的家人原來一直知道他作弊的問題，但他們只關心好成績，而從不管他如何獲得。

另有一個學生，非常勤奮、負責、關心同學，我們非常喜歡她。但儘管她是我們最優秀的學生之一，卻非常自卑。我們不斷在周記中關心她，給她各種機會展現自己，授權她去管理班級事務，但依然效果甚微。後來我們作家訪，與她媽媽聊天後，終於知道她自卑的根源。她媽媽說道「我多希望她不要這麼好，差點還比較沒負擔。」哇！負擔！如果優秀在家的氛圍中是一種負擔，那她怎麼可能自信？！

還有無數的案例告訴我們一個事實：有時候  $5+2=0$ 。有時候無論我們在學校的五天付上多少努力，回家兩天之後，孩子們的表現告訴我們一切好像都白費了。

以上故事僅是我們發現的家庭教育缺失這個問題的冰山一角，尤其是在偏遠地區。

憧憬  
未來

我既熱愛之前從事的諮詢工作，也很想繼續從事現在做的針對社會性工作，所以我打算找一個平衡點或者稱之為關聯點。計劃在兩年的專案老師工作結束之後，加入一間倡導企業社會責任的諮詢公司，為不同的企業提供社會責任專案的專業服務。

呼籲

美麗中國各位老師們的努力，就是希望為我們的學生、為農村教育獲得更多關注。我相信每個人都可以用自己的方式貢獻自己的力量。例如，你可以捐資，可以成為我們學生的筆友，可以給我們學生錄一段視頻描述你的職業以激勵他們，給我們寄一封旅遊明信片去開闊孩子們的眼界。請行動起來！！

雲南省保山市隆陽區老營中學 678002  
曾辰愉老師收

i

美麗中國 (Teach For China)，是一個發起於 2008 年的專業型教育非營利機構。為了實現「讓所有中國孩子，無論出生在哪裡，都能享受同等的優質教育」的願景，美麗中國招募中國和美國的優秀大學畢業生，把他們輸送到教育資源匱乏地區的學校，成為兩年的全職項目教師。這批出色的青年人在課堂上的兩年裡，能夠切實幫助當地孩子們改變命運；同時通過這段經歷的鍛煉，也增強了他們的核心競爭力和對中國教育現實的理解，從而在結束項目後成為不同領域的中堅力量，走上一條長期影響、改變中國教育的道路。

美麗中國在 2013 年 11 月首次來到中大校園舉辦招聘講座，這個有別於一般工商機構、跨國企業、公營團體的招聘活動，亦吸引了一群對事業發展別有想法的「有心人」。在對話中，我們了解到已有一些中大畢業生加入了這個組織到貧困地區執起教鞭，而當中就包括了曾辰愉。



# Human Empathy in Gaoyou - an Intercultural understanding experience

Jonas Lossau (IASP)

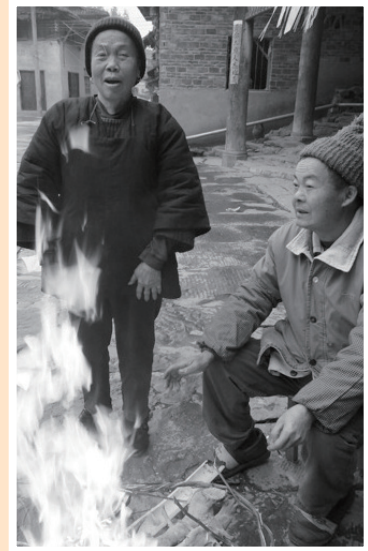
Joining a health education intervention on "Preparation of Oral Rehydration Therapy", I made a visit to Gaoyou (高友) Village of Guangxi Province. This trip was a first for me in many ways: the first contact with rural China, my first contact with a Chinese ethnic minority and my first professional academic fieldwork excursion. Therefrom I was understandably excited and anxious how I as a foreigner, with limited Putonghua abilities, would survive in this environment I was to be thrust into. Any initial worries were swiftly dispersed thanks to the supporting team of health professionals, academic personnel and students from CUHK as well as HKU, and the local villagers whose welcoming and engaging presence was assuring to all of us upon our entrance into their village.

Like comparable rural-to-urban migration of the young workforce, above all any males in working age, left behind were only those of old age and women with children. While missing the family breadwinner and being dependant on remittances from the cities, the households displayed remarkable hospitality to us when we stepped into their households and loaded us with the fruits of their farmlands. They were talkative and attentive every time I entered their houses with my team. Opposed to the common western mentality, they had no reservation for me, a complete stranger, while I was snooping around in their houses, like exploring bed rooms and badly lit corners of the house. It soon became my sole passion to assess the hidden characteristics of the particular houses and to locate their varying facilities. Moving further through Gaoyou and Nongtuan (弄團) village, I could spot that albeit being incapable or unwilling to work in the cities, the older generation still actively participated in active work throughout the community, keeping it alive.

Our health education intervention campaign was a rejoicing event and a pleasure to host. Nevertheless, any self-gratification gained by one's own performance was

by far outweighed by the sheer glee and delight of the villagers as they received our souvenirs succeeding the health interventions.

The non-verbal interaction with the villagers was the most memorable and humbling epiphany of mine. The frequent intercommunications are exemplified by the following instance towards the end of our expedition: After an early morning interview visit at the village doctor's house, a small group of us was visibly freezing when I spotted and attempted to capture with my camera



warming themselves at an open fire in the village centre. Just as I was lifting my camera to take a picture, the elderly lady gestured towards us and motioned to join her and take a seat around the fire place with them.

After my return, I have been struck by intercultural understanding and human empathy demonstrated in this trip.

*The Ethnic Minority Health Project is an excellent platform for ambitious students to transform knowledge gained in classroom settings into practical solutions for complex health problems in the real world. Organised by the Collaborating Centre for Oxford University and CUHK for Disaster and Medical Humanitarian Response (CCOUC, <http://ccouc.org>), the mission of the Ethnic Minority Health Project is to mitigate the adverse human impact caused by natural disasters, as well as to reduce behavioral and environmental health risks through evidence-based health education campaigns in remote, disaster prone, and poverty-stricken communities in rural China.*





博群

# 長者關懷行動 心對心的文化傳承



博群計劃於本年度一月至六月開展「福到城鄉探訪計劃—鄉郊長者關懷行動」，透過為期六個月的長者探訪行動，為居住在沙頭角禁區及塔門的長者送上關懷，發掘他們生活中的需要，走進他們的內心世界，以記錄口述歷史的方式深入瞭解兩地的歷史文化及風土人情。

62位中大學生組成沙頭角義工隊和塔門義工隊，每月一次定期探訪兩地的長者們。在塔門的探訪中，義工們來到長者家中，送上麥片、通心粉等食物，關心長者的日常生活，聆聽他們如數家珍地講述自己的人生經歷。在沙頭角的探訪中，義工們先是上門探訪長者，送上利是封等新年禮物，體會沙頭角的古往今來；繼而在社區會堂內聆聽各位長者分享沙頭角的婚嫁風俗，品嚐地道特色茶果，更一起跳龍船舞，活動一片其樂融融。

另外，本項目安排口述歷史工作坊予義工們，讓他們在探訪過程中透過交流記錄長者的口述資料，傳承鄉郊地區鮮為人知的寶貴歷史與文化。

義工與居於塔門的長者交流



## 義工分享：

鄉郊長者探訪行動（塔門）是一個持續性的活動，令我有機會進行較為長期的長者探訪工作，為喜歡熱鬧的塔門長者帶來一絲溫暖。這個活動更加入了口述歷史的元素，讓我們這一代年青人都有機會接觸上一代漁民的歷史，並反思我們現今的生活方式和態度。

塔門義工隊成員 鄧卓賢 藥劑學 / 一年級



沙頭角義工隊  
在長者指導下跳龍船舞

近幾次的訪談中，最深刻是一名伯伯的分享。他眼泛淚光地訴說日本侵華時的暴行，這令我明白在長者心中，這段歷史給他們留下永不磨滅的傷痛。部分年輕人認為長者不願改變舊有看法，戰爭也結束了很多年，仍放不下。但通過這幾次探訪使我更瞭解長者的內心，判斷事情時要多考慮不同角度，不能輕易下定論。

塔門義工隊成員 何卓輝  
社會學 / 二年級

在中大讀書近一年了，參加了不少博群計劃舉辦的活動。但這一次，第一次嘗試聽老人家用客家話口述沙頭角的歷史。這次的經歷，除了以城市人的角度從小歷史中窺見大時代的歷史潮流外，亦勾起了我這半個客家人的感懷。

沙頭角義工隊成員 殷琦  
文學及教育  
(中國語文教育) / 一年級

抱著對沙頭角這個地方的好奇，我參加了是次鄉郊長者關懷行動。在兩次工作坊和兩次探訪後，除了能踏足沙頭角的土地外，還認識了更多不同地方的傳統文化和習俗，比如客家人，鶴佬人等等。兩次工作坊提供了不少背景資料，讓我們準備好去與長者溝通。兩次的探訪，讓我對沙頭角的長者們有初步認識，他們的鄰里關係也很好，透過長者們的第一身自述，更能感受其中。希望在往後的探訪能夠更瞭解他們，為他們人生的歷史留下一點回憶，也希望我們的探訪能帶給他們一點溫暖。

沙頭角義工隊成員 呂敏堅  
護理學 / 三年級

# Cultural Diversity

## Keeps Rolling at University

With one of the missions to promote multi-culturalism and internationalization, the University is always ready to roll out cultural diversity programmes for the CUHK community. Furthermore, there is not just one single way for students to get involved - they can be participants, helpers, and even organisers.

### Creative Minds Think Alike Training Programme

In view of the fact that some students have thoughts about promoting intercultural exchange but have no way to act them out, the Creative Minds Think Alike Training Programme organised by the Office of Student Affairs was offered to students to facilitate their planning and implementation of on-campus cultural activities.

The training programme was designed for teams of 3-5 students who had creativity, passion and motivation in organising innovative cultural projects. They applied for the Internationalization Activity Fund for Student Associations to conduct their activities after the training and a series of cultural projects are currently being carried out until May.



#### Students' Feedback

*"The programme was a great occasion where I met students from different backgrounds (local, mainland and international). It created a pleasant and stimulating environment because we all shared a common desire to start a new and interesting project. The training helped us organise activities in terms of structure and implementation."*

Pierce LAI (Law / Year 4)

*"As a person who is passionate about globalisation through events that connect cultural bridges, I was happy to join the Creative Minds Think Alike programme. The programme allowed me to meet other like-minded peers, learn about culture, empathy, intercultural communication skills, event management, and necessary feedback that made my subsequent event a success."*

Nanret SENOK (Law / Year 3)

### It's Time for Africa – CUHK African Week

The African Week titled "It's Time for Africa", which was co-organised by the Office of Student Affairs and the CUHK Black International Community (B.I.C), revitalised the campus in the warm spring. At the opening ceremony, the fashion show of African clothing with strong colours, intricate patterns and figurative symbols was a sight for sore eyes. An Italian student singing two African songs gave a soulful performance for all

Girls have head-wraps tied to look African.

ears. Booths with different themes also attracted visitors to experience Africa in many ways.

Apart from Prof. Joseph Sung, Vice-Chancellor and President of



CUHK, the opening ceremony was also graced by the Consul of the Consulate General of Nigeria and the Vice Consul of the Consulate General of the Republic of Angola in Hong Kong. It was also an event involving various backgrounds of students - the models and helpers were volunteers consisting of local Hong Kong, mainland, international and exchange students.

After the curtain of the African Week was raised, a talk on Angola given by the supporting organisation - the Consulate General of the Republic of Angola in Hong Kong, a movie night and two sharing sessions followed. The African Week opened a window for CUHK students to see the continent in different aspects - It's a time to taste, to look, to feel, and to understand Africa!

Prof. Joseph Sung, Vice-Chancellor and President of CUHK, presents a souvenir to Mrs. Augusta Bessa, Vice Consul of the Consulate General of the Republic of Angola in Hong Kong.



### Students' Feedback

After months of preparation, "It's time for Africa" finally graced the CUHK campus. The opening ceremony enabled the involvement of many different people such as the University students, African consulate generals and many more. The sun was shining as guests enjoyed the speeches, performance and fashion show. They were also treated with the chance to try some African snacks such as plaintain and moi moi, get an African head-wrap, make some jewelry or learn some African proverbs! It was great that many people were able to get involved and share in the event. As the co-founder of B.I.C, I am proud and happy to have assisted with CUHK's first African Week!

April-Louise PENNANT,  
Co-founder of CUHK Black International Community

Singing at the opening ceremony of the African Week was an amazing experience. It was the first time for me to sing in a language I do not speak, so it was interesting to see how it worked out.

Linda REPETTO from Italy



Models are strutting the catwalk at the fashion show.



Mr. Garcia Teca, Vice Consul of the Consulate General of the Republic of Angola in Hong Kong, introduces his country to the audience.



Linda is singing two African songs.



Taste Africa!

CUHK Af

# Time for Africa



All the fashion show models and the guests

# Radiating exotic experiences!

Wu Yee Sun College students stepped out of Hong Kong and brought back unique and inspiring experiences with them! Last year, about 90 Sunnies participated in various non-local programmes under College support. They have been to exotic places like Tibet and North Korea, conducted service work in Myanmar, Sichuan, Uganda and Taiwan, and experienced different cultures all around the world.



The Sunnies even showcased their stories after returning from the trips! The team from the Tainan Service-learning Trip being granted Creative Exchange Presentation Award, shared their unforgettable memories during the trip - teaching English through games, singing Taiwanese songs with the elderly, and shopping with the mentally handicapped in the supermarket. Their experiences would definitely bring new insights in future projects and exploration, and inspire others to bring warmth to society.



## Students' Comment

*During the service, in addition to strengthening skills on organising activities, the more important thing was that I have learnt relevant skills to get along with different service targets. It was also memorable and challenging to visit the elderly who could not even speak Putonghua. Our service was quite successful and I realized the importance of patience in serving the elderly.*

HO Yu Hin

(Insurance, Financial and Actuarial Analysis / Year 2),  
Participant of the Tainan Service-learning Trip

*Making new friends, serving lovely kids and elderly made last Christmas a warm one - passion bridged people with different cultural and language backgrounds; love melted the cold and tired hearts. I "sacrificed" my holidays, but was rewarded the most precious Christmas presents - friendship, smiles and memories which you could never find from books.*

MOK Hiu Lam

(Contemporary China Studies / Year 1),  
Participant of the Tainan Service-learning Trip

## Le French April - French Week @ CUHK

France is a country appealing to people in many ways, its fashion, movies, cuisine, scenery, history... you name it! If you are among the people who are enchanted by French culture, please don't forget to pencil the French Week in your schedule book and say "Bonjour" to us at the events!



Date	Topic	Contents
10 April	Amanda S. - From Runway to Pastry	• How did the well-known model start a new career after getting her certificate from Le Cordon Bleu, a renowned school of culinary arts in Paris?
10 April	Movie Screening - <i>The Intouchables</i>	• A comedy-drama and the second biggest box office hit in France in 2011.
11 April	Working Holiday and Studying in France	• To get tips on how to embark on a new life in France.
14 April	Dialogue with Nansun Shi	• Story sharing from Ms. Shi, who was awarded the Order of Arts and Letters (Ordre des Arts et des Lettres) in 2013 as an appreciation of her contribution to cultural exchange.
16 April	Round-table Discussion on French Economic Reform & France's Role in Maintaining World Peace	• Prof. Joseph J.Y. Sung, Vice-Chancellor and President of CUHK, and Mr. Arnaud Barthélémy, Consul General of France in Hong Kong and Macau, will be the guests. • A great opportunity for students who are interested in international affairs.

French Week@CUHK is organised by the Taskforce for Enhancing International Bonding on Campus (iBond) Programme and supported by the Consulate General of France in Hong Kong & Macau. To check out the details and to keep abreast of first-hand information, simply like the Facebook page: [www.facebook.com/ibondcuhk](http://www.facebook.com/ibondcuhk)



# 面向社會 啟發思維 裝備自己

## — 學生領袖培訓計劃 2014



### 學生領袖培訓計劃

互聯網的普及，讓人自以為足不出戶便可知天下事；「google」一字不單是一所企業的名稱、牛津字典裡的新動詞，更漸漸成了大家生活的依靠和習慣。然而，放下智能手機，親身體驗、了解和感受，看到的世界又會否不同呢？

### 分享會： 公關生涯—籌辦企業活動

從事跨國企業公關工作、擁有豐富傳媒及公關經驗的林裕茵小姐於二零一四年一月十八日（星期六）為四十多位「學生領袖培訓計劃」的成員分享企業公關的工作及當中的苦與樂，更介紹策劃大型企業活動的經驗和步驟。



余茵茵同學（左）回應林裕茵小姐的分享。

### 余茵茵 酒店管理 / 二年級

公關給人的感覺是美麗自信，眼神堅定，彷彿萬事皆掌握在手裡一樣；負責的工作往往多姿多彩，非常有趣，讓人嚮往。然而，經過這次分享會後，我感覺到公關工作並不如想像中容易，可算是富於挑戰；公關不但要全面了解顧客或自己企業的背景和運作，更要時刻運用「亦剛亦柔」的人際溝通和說話的技巧，處理不同層面的工作。分享會中講者以自己的真實經驗，把「公關」這一詞立體地呈現在我眼前，讓我更想進一步了解這個行業。暑假將臨，我將於香港灣仔會議展覽中心進行為期三個月的實習工作，無獨有偶，所屬部門的主要工作與公關相似。這次分享會給了一個很好的機會，讓我調整心態，面對新挑戰。

### 企業參觀： 認識香港環保行業— 倡威科技有限公司

六十多位「學生領袖培訓計劃」的成員於二零一四年二月八日（星期六）早上參觀香港環保園及倡威科技有限公司。

### 參觀後感—生物柴油在香港的生存空間 蔡國霖 社會科學院 / 一年級

倡威科技有限公司是一所本港少有的生物柴油廠，不知道大家對香港的生物柴油產業的認識如何？

生物柴油，是由植物油或動物油脂提煉而成的燃料。倡威科技有限公司以廢油作為原材料，再提煉成生物柴油。我本以為回收廢油是免費的，可是，經過這次參觀，發現原來廢油有價有市，價格還不斷上升，今年的升幅更高達兩倍。

香港的生物柴油產業經營十分困難，原材料愈來愈貴之餘，特區政府亦未有實施任何處理廢油的規例和政策，業界收集廢油就更加困難，以「百上加斤」來形容這個行業最為貼切。雖然面對經營挑戰，以致公司難以維持收支平衡，但倡威科技有限公司上下一心，堅持營運，把企業理念積極地實踐出來，讓我十分佩服。我在此希望大家多關注香港的環保工業，為環境出一分力。



蔡國霖同學（第二行，左二）與一眾「學生領袖培訓計劃」成員參觀倡威科技有限公司。

學生領袖培訓計劃透過一系列活動，為成員提供一個平台，讓來自不同學生團體的幹事互相認識，也讓大家：

- 1 認識自己；
- 2 提高領導、溝通、演說及帶動團體的技巧；
- 3 獲得處理會務，如財政預算管理、會章解讀等資訊；
- 4 啟發思維，面對未來挑戰，如處理衝突及投訴等；
- 5 思考上莊的態度，從而好好經營會務。

# 「友」伴同行



學生事務處來港生組學習輔導主任(LEOs) 每年均舉辦名為「三人行」的學友計劃，將內地學長與一年級學友配對成一對二或一對三的學習小組，藉此進一步協助新生融入大學生活，擴大生活圈子，並幫助他們鞏固學科上的知識。「三人行」通過不同形式的小組聚會及活動，讓內地學友從同院系的學長經驗分享中得到啟發，並應用到學業及生活上。此外，學長能幫助學弟妹之餘，亦可鞏固自己所學，從分享中對在香港學習、生活有所感悟，相得益彰。「三人行」自2011-12年度推出以來，累積的學長數目接近50，而學友則達134。



學友羅茂琪  
(中國語言及文學 / 一年級)

我在親身參與後才能明白「三人行」的可貴意義！首先是結交更多的朋友，我跟溫柔的學姐與活潑的同學都成了很要好的朋友；其次是可以解決很多學習上的問題，比如我的英語不是很好，學姐便教了我很多學習英語的小訣竅，這樣學起來才不會覺得盲目無措；最後，當然是可以給人以正能量，有人陪伴，再苦再累都不怕，書本也不再那麼枯燥無味！總而言之：我愛「三人行」！

學友閻隆邁  
(專業會計學 / 一年級)



一開始決定報名參加「三人行」學友計劃主要是想認識一些新朋友，但計劃開始之後我所得到的比我想像中多很多。我的學長是計量金融學系的一位學姐，不論是有關課程還是實習，她都很願意跟我們分享經驗。於我來說，這些寶貴的經驗會讓我少走很多彎路，而四個人坐在一起溫書更是大學裡少見的場景，也讓人彷彿回到高中時的美好時光。我希望這個計劃只是一個開始，期望我們組四人都能建立起長久的友誼。

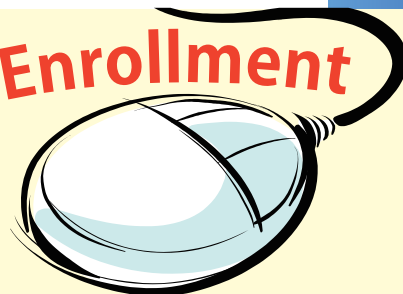


學長蘭家輝  
(信息工程學 / 二年級)

「三人行」學友計劃中，最讓我開心的是能根據自己大學生活裡得到的經驗及知識，為感到迷惘和困惑的學弟學妹提供幫助；有些事情因為自己經歷過，所以可以跟他們分享經驗。同時，我從他們身上也看到了大學生活的不同方式，這也就是所謂「三人行必有我師焉」的真諦。

## 2014 Summer Sports Programme Enrollment

Physical Education Unit organises Summer Sports Courses for students and staff from May to August 2014 to arouse their interest in regular physical activities and make good use of summer vacation. Various kinds of sport courses are offered. The Summer Sports Programme web page can be accessed from 5:00 p.m. on 16 April 2014. On-line enrollment can be accepted from 9:00 a.m. on Wednesday, 23 April 2014 on a first-come, first-served basis until the course quota is full.

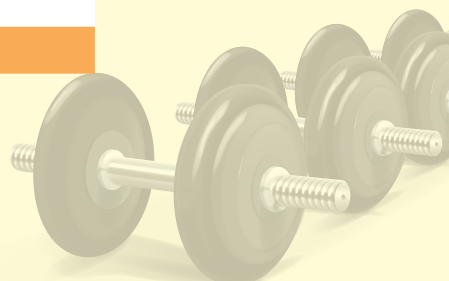


**For enrollment and details, please visit**

**Chinese version:** [www.peu.cuhk.edu.hk/summersports/indexc.htm](http://www.peu.cuhk.edu.hk/summersports/indexc.htm)

**English version:** [www.peu.cuhk.edu.hk/summersports/indexe.htm](http://www.peu.cuhk.edu.hk/summersports/indexe.htm)

**Please contact Mr. Tony Ng at 3943 6092 for enquiries.**



**Career Planning and Development Centre, OSA (Tel: 3943 7202 / E-mail: cpdc@cuhk.edu.hk)**(Please note that the following schedules are subject to change. Students may refer to <http://cpdc.osa.cuhk.edu.hk> for the updated information.)

Recruitment Programme		
Events		Date
Post-Secondary Student Summer Internship Programme 2014		Apr - Jun 2014
Summer Internship in the Testing and Certification Industry 2014		Apr - Jun 2014

Global Internship Programme		
Events		Date
Pre-trip Counselling	CPDC	Mid May 2014
Mainland / Overseas Internship Exposure	CPDC	May - Aug 2014

**Incoming Students Section, OSA (Tel: 3943 7945 / E-mail: isso@cuhk.edu.hk)**

Events	Organizer / speaker	Date
CUHK Host Family Programme Reunion	ISS	16 Apr 2014
Legal Talk on Off-campus Housing Rental Information	Mr. Stanley Chan	Early May 2014
Orientation for Postgraduate Students	Relevant postgraduate student associations	Aug 2014
Orientation for Mainland Undergraduate Students	ISS/MUA	Aug 2014
Orientation for International Undergraduate Students	ISS/ISA	Aug 2014

**Student Activities Section, OSA (Tel: 3943 7323 / E-mail: sacs@cuhk.edu.hk)**

Events	Organizer / speaker	Date
Youth Integrity Project - Youth Summit	ICAC (coordinated by SACS)	26 Apr 2014
AIA Young Leaders Development Programme	AIA Foundation (coordinated by SACS)	Jun - Oct 2014
Joint University Europe Mission Trip	Uni-Y (CUHK) Project, SACS	1 Jul - 22 Aug 2014
新紀元行政管理精英培訓計劃 2014	SACS	8 - 17 Jul 2014
Wuhan Service Trip	Uni-Y (CUHK) Project, SACS	15 - 22 Jul 2014
Inauguration Ceremony for Undergraduates	SACS	1 Sep 2014

**Student Counselling and Development Service, OSA (Tel: 3943 7208 / E-mail: scds@cuhk.edu.hk)**

Student Development Programmes for Postgraduates		
Events	Organizer / speaker	Date
Communication and Interpersonal Relationship	SCDS	May 2014
Building Resilience through Positive Psychology	SCDS	May / Jun 2014
Overcoming Procrastination through Mood Regulation	SCDS	May / Jun 2014
12-hr. Mental Health First Aid Certificate Course	SCDS	Jun 2014
Understanding Self through MBTI	SCDS	10, 13 Jun 2014
HAPPY - Resilience Building through Positive Psychology	SCDS	Jul 2014

Student Development Programmes for Undergraduates		
Events	Organizer / speaker	Date
Board Display on Managing Stress at Shaw College	SCDS	Apr 2014
uBuddies Mental Health First Aids Training	SCDS	Apr 2014
Cross-Cultural Understanding and Sensitivity, GIP Pre-Trip Counselling 2014	SCDS	Mid May 2014
Speaking with Confidence	SCDS	May - Jun 2014
Building Healthy Relationships through Self-exploration	SCDS	20,23,27,30 May 2014
Handling Students' Emotional Problems for 2014 O-camp Organisers	SCDS	Jun 2014

**Social and Civic Engagement Section, OSA (Tel: 3943 7980 / E-mail: icare@cuhk.edu.hk)**

Events	Organizer / speaker	Date
I.CARE Service Project Community Service Workshop	I.CARE Programme	16 Apr 2014



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