

正向工作間 及員工發展

POSITIVE WORKPLACE and
STAFF DEVELOPMENT

no. 11

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通訊 Newsletter



人力資源處
Human Resources Office

本期主題 持續學習

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持續學習 迎難而上

大學安全事務處處長
李繼業先生



Ralph 表示工作間有濃厚的互相學習交流的文化。同事們在參與培訓進修後，都會毫不吝嗇地在午飯或工餘時主動分享所學所聞。（圖片為大學安全事務處團隊攝於 2018 年聖誕節）

Ralph says there is a strong culture of continuous learning and sharing in his department. After attending trainings or courses, his colleagues would generously share what they have learnt at lunch or after work. (Photo taken by the University Safety Office during Christmas in 2018.)

「在中大接觸到來自不同背景的人和事，讓我了解到世界真的很大，想知的事情很多。作個比喻，假若人是一部機器，我覺得「好奇心」和「進修」就是燃料，成為繼續向前行的動力。」

大學安全事務處處長李繼業先生 (Ralph) 從中大護理學學系本科畢業後，轉到澳洲修讀職業健康及衛生的碩士課程，及後亦在不同範疇孜孜不倦地學習。「為什麼要持續學習？因為我們要未雨綢繆，為將來的趨勢和挑戰作好準備。」

護理學系畢業生投身醫護界看來是理所當然的出路和發展，Ralph 卻在畢業後毅然放棄本科，走進較為冷門的「職業健康及衛生」範疇的少數，Ralph 笑說自己的離隊可說是「異類」。「記得當年修讀護理學系實習時，在醫院遇到一名建築工人因工作緣故在過去三十多年長期接觸石棉，導致患上『間皮瘤』。這令我有所反思和體會 -- 其實職業環境、健康與工作安全是環環緊扣，息息相關的。護理是病後的治

理，無疑是重要，但提升公眾安全和健康意識，則可防患於未然，效果更為理想！」就這樣，懷著滿腔理想的 Ralph 便毅然遠赴澳洲，進修與職業健康有關的碩士課程，為他今日成為踏上安全事務處處長的路途奠定了基石。

Ralph 為了追求理想而決心離開舒適區，由醫護界轉到職業安全及健康的專業。他憶述這個轉變過程並非一帆風順，沿途也有不少困難和沮喪的時候。「職業安全及健康所涵蓋的領域很廣闊，例如工作環境安全、化學及危險品安全、生物安全、輻射防護、人體功效學、聲學與嘈音研究、通風系統設計和運算、以及職業心理學等等……要認識的範疇其實很多，所以在學習和研究的過程中需要付出許多時間和心力。凡遇到不明白的地方，我便會想辦法克服，尋找答案。」

回到中大擔任安全事務處處長，Ralph 其中一項日常工作就是審核大學研究項目撥款計劃書是否符合安全標準，並頒發相關安全許可予相關項目。由於計劃書內容牽涉不同的專業知識，所以他經常花很多時間學習和研究新事物。面對自己不熟悉的範疇，Ralph 會進行資料搜集、虛心請教相關同事，或是向有關專長的教授討論請教。雖然過程並不輕鬆，Ralph 卻樂在其中：「我很喜歡閱讀，透過細閱教授遞交的計劃書，我可以得到最新科研發展的第一手消息，滿足自己的求知慾。我也享受與不同部門的同事溝通協商。」

Ralph 認為，只要對每件事物都保持著好奇心，自然會想進一步了解更多，學習的過程亦會讓人感到快樂。除了護理和職業安全及健康兩大範疇的專業知識外，Ralph 在工餘時間更修讀了有關環境管理工程學及屋宇設備工程學的深造課程。究竟 Ralph 如何在繁忙的工作中抽出時間進修呢？「興趣應放在首位。當找到興趣，便會有動力在忙碌的生活以外持續學習；其次是發掘進修內容與工作的關連。」他舉例笑說：「以往在政府工作時，上司鼓勵我進修普通話，但當時職場環境只需以廣東話和英語溝通，覺得學習普通話對

工作沒有幫助，所以在學習時都提不起興趣」。及後 Ralph 轉到大學工作，工作環境改變了，他需經常與說普通話的教授和同學溝通，流利的普通話就顯得重要。「我下一個目標是進修高級程度普通話，以促進工作上的溝通效益。」他承認在繁忙的工作中抽空學習很困難，但他分享自己的學習優先次序就像輻射擴散一樣，先學習與工作有關的知識，其餘有興趣但與工作無關的則會放在較後的位置。

除了不斷自我提升之外，Ralph 作為部門主管也非常重視知識的傳承，十分鼓勵同事們持續進修學習。Ralph 除了會向下屬主動提供不同的課程或論壇資訊，也會為他們安排不同類型的學習機會。就如為了讓同事緊貼環球最新的安全資訊，Ralph 在 2017 年底攜同大學安全事務處半數的同事出席國際實驗室安全研討會，大大擴闊同事的眼界。此外，Ralph 認為透過同業間的標準借鑑 (Benchmarking)，往往比自己閉門造車來得更有效果。故 Ralph 也曾安排同事們到其他大學的實驗室觀摩切磋，讓團隊意識到中大在某些實驗室巡查的措施上有進步的空間。隨之而來是積極處理相關的工作提升方案，讓部門更邁向完善。

「無論同事是什麼職級，在辦公或公餘時間進修，我都會全力支持，部門亦會盡量提供學費資助以減低同事的經濟負擔。」在 Ralph 的鼓勵和支持下，部門的一名同事在近年便考獲了美國認可職業衛生師的資歷。而部門最近亦資助了負責建築安全的同事到韓國首爾參加一個國際建築安全的研討會，並與當地的同業交流借鏡。

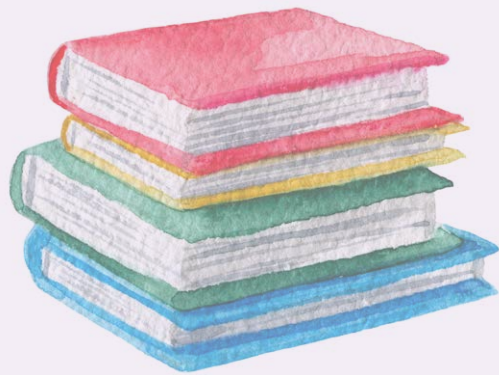
Ralph 還有什麼未完成的進修目標呢？Ralph 笑說他在本科生時代曾經是新亞書院排球隊成員，在學時亦參加過國際排球裁判的訓練課程。他希望日後有機會可繼續該課程並完成所需的實習，考取相關的資歷，一圓夢想。



小篇後記：Ralph 在整個訪問過程中，每每提起進修的話題便倍覺充滿動力，眉飛色舞。無疑，持續學習確實是點燃 Ralph 生活動力的燃料。

Learn continuously and thrive

Mr Ralph Lee,
Director of University Safety



“The people I met and the things that I experienced at the CUHK have taught me that the world is big and there is much that I want to know about. To use an analogy, if I were a machine, ‘curiosity’ and ‘learning’ would be the fuel sustaining the momentum in my life.”

Mr Ralph Lee, the Director of University Safety, was once a nursing student at the CUHK. After graduation, he enrolled in a master’s degree programme in occupational health and hygiene in Australia and has continued his pursuit of knowledge in different fields ever since. “Why do I continue to study? It is because we need to anticipate the future and prepare for the trends and challenges ahead.”

For a nursing graduate, joining the healthcare industry seems to be the most natural progression, yet Ralph decided to take a different path when he entered the less popular field of occupational health and hygiene. Ralph joked that he was an “anomaly” for leaving his trained profession. “I still remember an incident during my clinical placement. One of my client was a construction worker who was suffering from mesothelioma—a result of working with asbestos for more than 30 years. This episode caused me to contemplate the working environment, health, and occupational safety and how they are intricately linked. Nursing is concerned about after-treatment care, which

is undoubtedly important, but enhancing awareness of health and safety at work can be more effective in preventing the unfortunate from happening in the first place.” Invigorated by this idea, Ralph went to Australia to pursue a master’s degree in occupational health and hygiene. This decision built the foundation for his path towards becoming the Director of University Safety.

Ralph left his comfort zone to follow his dreams, switching from healthcare to occupational safety and health. Yet the transition was not all smooth sailing, as he experienced both difficulty and frustration along the way. “Occupational safety and health encompasses a broad range of fields, from workplace safety, chemical and hazardous substances safety, and biosafety to radiation protection, ergonomics, acoustics and noise control, ventilation design, and occupational psychology. There was so much to learn, and it took significant time and energy to study and research everything. When I encountered something beyond my understanding, I would try to overcome the hurdle and find the answer.”

Since returning to the CUHK to become its Director of University Safety, one of Ralph’s daily tasks involves reviewing research grant proposals to ensure their compliance with the safety standards and, if they do, grant them the relevant endorsement. The proposals often require professional knowledge of different fields, so Ralph spends considerable time studying and learning about new areas. If he comes across an idea he is not familiar with, Ralph will research and seek help from his colleagues or from professors with such expertise. Although the process is not easy, Ralph thoroughly enjoys it: “I like to read. By examining the professors’ proposals, I get to learn about the latest research and technology development and satisfy my curiosity. I also enjoy discussing and communicating with colleagues in different departments.”

According to Ralph, keeping a sense of curiosity propels one’s desire to know more about a subject while delighting the learning process. In addition to his own professions of nursing and occupational safety and health, Ralph enrolled in postgraduate studies focused on environmental management and engineering and building services engineering. How did Ralph manage to find the time in his busy schedule for these studies? It’s a matter of interest. When you can find something that intrigues you, you will have the stamina for continuous learning outside of work. Then you can discover how you can connect what you learn with your work.”

He added: “When I was working in the government, my boss encouraged me to learn Putonghua. But at the time I only needed to speak Cantonese and English at work, and I did not feel the need to learn Putonghua. As a result, I was unmotivated while learning the language.” However, after Ralph started working at the university, he frequently needed to communicate with professors and students who spoke Putonghua, and fluency became necessary. “My next goal is to master advanced Putonghua so that I can communicate more effectively at work.” Ralph admits that finding time to learn is challenging, but it becomes easier by setting priorities: Learn what is needed for work first and keep what is interesting but non-work-related for later.



Editor’s note: Throughout the interview, Ralph was animated and energised whenever he talked about learning. It is no wonder Ralph considers learning to be a fuel for life.

In addition to continually upgrading his skills and knowledge, as a department head, Ralph places much emphasis on passing on skills and knowledge to his subordinates. He always encourages his staff to study continuously. He offers them information about different courses or forums and arranges various learning opportunities for them. For example, to help his staff keep up with the latest global safety trends, Ralph led half of the University Safety Office attending the International Laboratory Safety Conference at the end of 2017 to broaden their perspectives. Ralph also considers industry benchmarking more effective than trying to establish internal standards. For this reason, Ralph arranged for his staff to visit other university laboratories to exchange experiences and identify areas where the inspection of some of CUHK’s laboratories could be improved. The experience enabled his department to implement enhancement measures to augment the department’s performance.

“I fully support my staff of any level to study further during or outside office hours. The department will subsidise their tuition fees as much as possible to lessen their financial burden.” Not long ago, Ralph’s encouragement and support enabled a colleague to obtain the Certified Industrial Hygienist qualification in the US. The department also recently sponsored a colleague in charge of construction safety to attend an international construction safety conference in Seoul and participate in exchanges with local industry professionals.

With all that he has accomplished, are there learning goals in Ralph’s mind? The question amused Ralph. He said he used to be on the varsity volleyball team of New Asia College when he was an undergraduate student and even joined a course for international volleyball referees. He still hopes to finish that course in the future and gain the relevant qualifications to fulfil this dream.





學習型城市 2019 Learning Cities

聯合國教科文組織協會一向重視終身學習，深信這可為日常生活、工作經驗和整體社會帶來好處。2019 年年初，聯合國教科文組織終身學習研究所官網發佈 10 個城市獲得「2019 年聯合國教科文組織學習型城市獎」，以肯定及表揚其在推廣優質教育及提供終身持續學習機會所作出不遺餘力的貢獻。得獎城市包括：

- 阿斯旺 (埃及)
- 成都 (中國)
- 伊拉克利翁 (希臘)
- 伊巴丹 (尼日利亞)
- 麥德林 (哥倫比亞)
- 梅利托波爾 (烏克蘭)
- 八打靈再也 (馬來西亞)
- 聖地牙哥 (墨西哥)
- 首爾市西大門區 (韓國)
- 森訥堡 (丹麥)

甚麼是學習型城市？

根據聯合國教科文組織協會全球學習型城市網路的文件指引，「學習型城市」須具備以下的條件，包括：有效地動用各樣的資源以推動各階層的全民學習、活化家庭與社區的學習、協助促進工作間之進修學習、發展先進的學習科技、提升學習質素和效能、打造終身學習的文化等等。城市從而能有效地提升個人的權能、社會凝聚力、促進經濟及文化的昌盛及可持續地發展。

[資料來源：<http://uil.unesco.org/lifelong-learning/learning-cities/learning-cities-award-winners-revealed>]

其實在我們身邊也有大量的學習資源和機會。請看看以下的推介：

The UNESCO emphasized how lifelong learning brings beneficial outcome to our daily lives, workplace experience and community as a whole. Earlier this year, the UNESCO has announced the 10 winners of 2019 Learning Cities to recognize and showcase good practices in promoting quality education and lifelong learning opportunities for all at the local level:

- Aswan (Egypt)
- Chengdu (China)
- Heraklion (Greece)
- Ibadan (Nigeria)
- Medellín (Colombia)
- Melitopol (Ukraine)
- Petaling Jaya (Malaysia)
- Santiago (Mexico)
- Seodaemun-gu (Republic of Korea)
- Sonderborg (Denmark)

“What is a learning city?”

The guiding documents of the UNESCO Global Network of Learning Cities (GNLC) define a learning city as a city that effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education; revitalizes learning in families and communities; facilitates learning for and in the workplace; extends the use of modern learning technologies; enhances quality and excellence in learning; and fosters a culture of learning throughout life. In doing so, the city aims at enhancing individual empowerment, social cohesion, economic and cultural prosperity, and sustainable development.”

[Extracted from <http://uil.unesco.org/lifelong-learning/learning-cities/learning-cities-award-winners-revealed>]

While looking at the examples around the world, have you noticed there are ample learning opportunities around us in our city? We’ ll introduce you to the following learning opportunities and resources:

“KEEP” 知識與教育交流平台

• “KEEP” (Knowledge and Education Exchange Platform) “知識與教育交流平台”是由中文大學牽頭與本地高等院校攜手創立的網上學習平台。用戶可在此一站式雲端電子教學平台免費下載各類型的學習資源，用以促進專業發展及建立個人興趣。

網址：<https://keep.edu.hk/>



“KEEP”

• “KEEP” (Knowledge and Education Exchange Platform) is a cloud-based e-learning platform initiated by the University and its partner institutions. Free online courses from various providers are searchable via KEEP Course, giving users easy access to various resources for their professional development and personal interests.

Hyperlink: <https://keep.edu.hk/>

中大參與合作的 MOOC 學習平台：

- <https://www.coursera.org>
- <https://www.cnmooc.org>
- <http://www.xuetangx.com>
- 中大於 2013 年開始加盟 MOOCs 領域，與其他世界各地的教育機構共同提供寶貴的學習資料予廣佈全球的學習者。



MOOC platforms CUHK currently works with:

- <https://www.coursera.org>
- <https://www.cnmooc.org>
- <http://www.xuetangx.com>
- CUHK first joined MOOC (Massive Open Online Course) providers in 2013 in offering premium courses to learners from all over the world.

僱員培訓及發展資助

同事如果修讀與工作相關的實體課程 (例如：培訓課程、工作坊及實用講座等等) 以自我增值，可向大學申請僱員進修及培訓資助。申請詳情，請參閱員工手冊丙部第三章。

瀏覽路徑：

人力資源處網頁 > 員工資訊 > 僱員手冊 > 丙部第三章

Reimbursement of Staff Training and Development Expenses

Colleagues may receive financial support from the University for job-related further studies and staff training and development activities (e.g. training courses, seminars, workshops, symposiums). Details please refer to the Staff Handbook chapters under section C-III.

Navigation Path:
HRO Website>Staff Area>Staff Handbooks>Part C Section III



正向工作間及員工發展

2018 下半年活動回顧： PWSD Activities in 2nd Haif of 2018:

正向績效管理工作坊

大學新近宣傳推廣的正向績效管理* (Positive Performance Management) 旨在鼓勵工作團隊中的各成員以正向積極的態度來面對工作間的不同意見和衝突，達至政通人和，促進工作效益。人力資源處於2018年12月4日及6日分別舉辦了兩場「正向績效管理工作坊」，內容包括講解相關的大學政策、個案研究、小組討論匯報和分享溝通技巧等等，參加者積極投入，反應正面。大學希望藉此工作坊進一步讓同事具體地掌握如何將正向工作間的核心元素於日常工作中實踐出來，共建一個積極和諧的工作間。

* 有關正向績效管理的延伸閱讀，刊登於正向工作間及員工發展第10期通訊內

Workshops on Positive Performance Management (PPM)

The University has been promoting PPM* culture in recent months. The goal of PPM is to encourage all team members to maintain positivity when handling workplace disagreements and conflicts, to foster rapport and to enhance work efficiency. On December 4 and 6, 2018, the Human Resources Office organised two Workshops to provide an overview of the University's related policies, to offer case studies, group discussions and presentations and to share communication skills and coaching tips. Participants actively took part in the activities, and the response to the events was positive. The University hoped that the workshops would help colleagues to grasp the core essence of the Positive Workplace, to implement the measures during daily work, and to build a positive and harmonious workplace for all.

* For an extended reading about PPM, please refer to the PWSD Newsletter Issue No. 10.

員工感謝日 2018

2018年12月14日是中大第四屆員工感謝日。大學正向工作間及員工發展委員會成員於當天全情投入地協助派發紀念品，親身表達對各位員工的謝意，二千五百多棵「空氣鳳梨」皆悉數送出。小植物不但能綠化空間，為同事的工作間注入生氣，更能時刻提醒同事多留意及關心身邊的人和事，並表達欣賞和感謝。

此外，公共關係處於同日下午舉辦了新設的「員工感謝日派對」。段崇智校長藉此難得的機會與眾同事聚首一堂。派對內容豐富，包括唱歌、話劇表演、抽獎和美食分享等等，各人都盡興而歸。

Staff Appreciation Day 2018

During the fourth Staff Appreciation Day on December 14, 2018, members of the Committee on Positive Workplace and Staff Development distributed thankful gifts to staff members as a token of gratitude for their dedication and contribution. More than 2,500 "air plants" were given out. In addition to creating green spaces, these small plants add vitality to the workplace. They also remind colleagues to be mindful and appreciative of those around them and to be grateful for their support.

That same afternoon, the Communications and Public Relations Office hosted the very first Staff Appreciation Party. Vice Chancellor Rocky Tuan met with the colleagues. The party was packed with activities, including singing, drama performance, lucky draw and food. Everybody enjoyed a fun-filled afternoon.



2018/19 年度正向員工服務獎 Positive Workplace Service Award 2018/2019

第二屆「正向員工服務獎」於2018年9月至11月期間接受提名。中央遴選委員會按照被提名者在工作間的正向表現與態度、持續學習、對部門/大學的正面影響與貢獻與正向回饋與成果的例證作為評審準則，經細心殷選，最終挑選出3名個人獎得主及7個得獎團隊。當中，2名個人獎得主更同時獲得新設的「正向領袖獎」。得獎名單如下(按字母順序排列)：

頒獎典禮將於2019年5月8日舉行。歡迎得獎者及同事蒞臨典禮，一同分享喜悅。

The second Positive Workplace Service Award was open for nominations from September to November 2018. The Central Selection Panels have reviewed all of the nominations and selected three individual awardees and seven team awardees. The Panels evaluated the nominations by applying criteria such as positive manners and attitude in the workplace, continuous learning, positive impact and contribution to the department and/or the University, and evidence of positive feedback and outcome.

Two of the individual awardees were also selected for the new Positive Leadership Award. The list of the awardees is as follows (names in alphabetical order):

The awards presentation ceremony will be held on May 8, 2019. All awardees and colleagues are welcome to attend to share the joy of the occasion.

個人
獎

INDIVIDUAL AWARD

- 和聲書院 羅霍玉卿女士 *
Mrs. Law Fok Yuk Hing Alice (Lee Woo Sing College)
- 社會科學院 孔思敏女士 *
Ms. Hung Sze Man Alice (Faculty of Social Science)

- 那打素護理學院 胡麗嫦女士
Ms. Wu Lai Seong Vivian (The Nethersole School of Nursing)
- * 羅霍玉卿女士及孔思敏女士同時獲得新增設的「正向領袖獎」
Mrs. Alice Law and Ms. Alice Hung are also granted the newly established "Positive Leadership Award".

團隊
獎

TEAM AWARD

"Campus Network Support Team" Information Technology Services Centre 資訊科技服務處

- 陳鈞池先生 Mr. Chan Kwan Chi
- 張國利先生 Mr. Cheung Kwok Lee
- 馮健明先生 Mr. Fung Kin Ming Jimmy
- 葉榮基先生 Mr. Ip Wing Kei
- 郭重研先生 Mr. Kwok Chung Yin
- 黎文恒先生 Mr. Lai Man Huen
- 黎耀榮先生 Mr. Lai Yiu Wing
- 李耀華先生 Mr. Lee Yiu Wah Walter
- 李錦垣先生 Mr. Li Kam Wun
- 龐國威先生 Mr. Pong Kwok Wai
- 溫朝光先生 Mr. Wan Chiu Kwong
- 黃澤輝先生 Mr. Wong Chak Fai
- 黃祖怡先生 Mr. Wong Cho Yi

"I-CARE Programme Team" I-CARE Centre for Whole-person Development 博群全人發展中心

- 陳凱穎小姐 Miss Chan Hoi Wing
- 何昊小姐 Miss He Hao
- 何慧婷女士 Ms. Ho Wai Ting Esther
- 許詠琪女士 Ms. Hui Wing Ki
- 鄭家進先生 Mr. Kwong Ka Chun
- 林慧茵小姐 Miss Lam Wai Yan
- 李永麗女士 Ms. Lee Wing Lai
- 梁秀嵐女士 Ms. Leung Sau Laam
- 吳以諾先生 Mr. Enoch Ng
- 伍慧明女士 Ms. Ng Wai Ming
- 柯植楠先生 Mr. Or Chik Nam Timothy
- 徐嘉欣女士 Ms. Tsui Ka Yan Alice
- 黃啟榆小姐 Miss Wong Kai Yu
- 楊麗賢小姐 Miss Yeung Lai Yin Stephanie

"Lee Woo Sing College Team" Lee Woo Sing College 和聲書院

- 陳嘉慧小姐 Miss Chan Ka Wai
- 趙惠嫦女士 Ms. Chiu Wai Sheung Rebecca
- 蔡謙耀先生 Mr. Choi Him Yiu
- 何健豪先生 Mr. Ho Kin Ho
- 何樂霖先生 Mr. Ho Lok Lam
- 羅霍玉卿女士 Mrs. Law Fok Yuk Hing Alice
- 李若如小姐 Miss Lee Yeuk Yu Eunice
- 麥艷如女士 Ms. Mak Yim Yu
- 蘇偉真女士 Ms. So Wai Chun Ada
- 戴偉傑先生 Mr. Tai Wai Kit
- 鄧建旺先生 Mr. Tang Kin Wong
- 曾偉文先生 Mr. Tsang Wai Man
- 曹家麟先生 Mr. Tso Ka Lune Alan
- 蔡樺雯女士 Ms. Tsoi Wa Man
- 黃嘉欣小姐 Miss Wong Ka Yan
- 黃肇敏女士 Ms. Wong Siu Man
- 葉鏞興先生 Mr. Yip Yung Hing Terence
- 袁可欣小姐 Miss Yuen Ho Yan

"UHS Clinical Service Team" University Health Service 大學保健處

- 區偉林先生 Mr. Au Wai Lam
- 陳美寶女士 Ms. Chan Mei Bo
- 陳栢茵女士 Ms. Chan Pak Yan
- 陳慧儀女士 Ms. Chan Wai Yee
- 陳惠榮女士 Ms. Chen Wai Wing
- 鄭曉均小姐 Miss Cheng Hiu Kwan
- 鄭秀慧女士 Ms. Cheng Sau Wai
- 張鳳萍女士 Ms. Cheung Fung Ping
- 張徐偉芬女士 Mrs. Cheung Tsui Wai Fan Carol
- 蔡嘉敏小姐 Miss Choi Ka Man
- 周珮瑜小姐 Miss Chow Pui Yu
- 郭靜嫻女士 Ms. Kwok Ching Han Sally
- 林影女士 Ms. Lam Ying
- 林婉嫻女士 Ms. Lam Yuen Ha
- 劉錦瑤小姐 Miss Lau Kam Yiu
- 李彩宜小姐 Miss Lee Choi Yee
- 李建新女士 Ms. Lee Kin Sun
- 梁佩玉小姐 Miss Leung Pui Yuk
- 李春蘭女士 Ms. Li Chun Lan
- 李玉清女士 Ms. Li Yuk Ching
- 劉李敏倩女士 Mrs. Liu Lee Man Sim
- 呂潔儀女士 Ms. Lui Kit Yee
- 麥玉華小姐 Miss Mak Yuk Wa
- 吳美芳女士 Ms. Ng Mi Fong Betty
- 岑子豐先生 Mr. Sum Tze Fung
- 鄧君兒女士 Ms. Tang Kwan Yee Priscilla
- 杜佩雯女士 Ms. To Pui Man
- 衛君豪先生 Mr. Wai Kwan Ho
- 黃秀媚女士 Ms. Wong Sau Mei Michelle
- 王惠玲女士 Ms. Wong Wai Ling Carol
- 邢花女士 Ms. Xing Hua
- 曾玉嬋女士 Ms. Zeng Yu Chan

"Wellness Team" Faculty of Medicine 醫學院

- 陳嘉怡女士 Ms. Chan Ka Yee
- 陳秀雯教授 Professor Chan Sau Man Sandra
- 陳德慧小姐 Miss Chan Tak Wai Winnie
- 章慧芳女士 Ms. Cheung Wai Fong Margaret
- 莫若琪小姐 Miss Mok Yeuk Ki
- 吳兆文教授 Professor Ng Siu Man Simon
- 黃嘉雯教授 Professor Carmen Wong

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- 陳偉光先生 Mr. Chan Wai Kwong
- 鄧國順先生 Mr. Chau Kwok Shun
- 趙崇光先生 Mr. Chiu Sung Kwong
- 鍾慧蓉女士 Ms. Chung Wai Yung
- 何嘉樂先生 Mr. Ho Ka Lok
- 何繼超先生 Mr. Ho Kai Chiu
- 簡國華先生 Mr. Kan Kwok Wa
- 林永康先生 Mr. Lam Wing Hong
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- 李偉強先生 Mr. Lee Wai Keung
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- 盧鴻泰先生 Mr. Lo Hung Tai
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- 吳金池先生 Mr. Ng Kam Chi
- 潘偉鴻先生 Mr. Poon Wai Hung
- 余楚芝女士 Ms. Sae Cho Chi
- 徐嘉添先生 Mr. Tsui Ka Tim
- 黃子安先生 Mr. Wong Tsz On
- 游國棟先生 Mr. Yau Kwok Tung
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- 楊永輝先生 Mr. Yeung Wing Fai
- 余文輝先生 Mr. Yu Man Fai

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- 陳玉燦先生 Mr. Chan Yuk Tsan
- 周子全先生 Mr. Chau Chi Chuen
- 張國麟先生 Mr. Cheung Kwok Lun
- 張岳昇先生 Mr. Cheung Ngok Sing
- 張兆昌先生 Mr. Cheung Siu Cheong
- 蔡盛民先生 Mr. Choi Shing Man
- 莊來盛先生 Mr. Chong Lai Shing
- 周浩文先生 Mr. Chow Ho Man
- 鍾錦輝先生 Mr. Chung Kam Fai
- 郭永雄先生 Mr. Kwok Wing Hung
- 黎偉豪先生 Mr. Lai Wai Ho
- 劉仕枝先生 Mr. Lau See Chi
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- 莫歡祥先生 Mr. Mok Foon Cheung
- 顏家倫先生 Mr. Ngan Ka Lun
- 顏利民先生 Mr. Ngan Li Man
- 龐兆偉先生 Mr. Pong Sio Wai
- 曾百棣先生 Mr. Tsang Pak Tai Angus
- 謝文陞先生 Mr. Tse Man Sing
- 黃志全先生 Mr. Wong Chi Chuen
- 黃雅斌先生 Mr. Wong Nga Pan
- 黃維康先生 Mr. Wong Wai Hong
- 張謙慎先生 Mr. Zhang Qian Shen

正向領導與員工福祉意見調查

2019

Positive Leadership & Staff Well-being Survey 2019

大學於 2017 年首次推出了「正向領導意見調查」，以問卷形式收集和了解同事對於工作間領導方式及工作文化的意見，亦藉以表明大學對正向領導和建立正向工作間的重視。

秉持相同目標，大學於 2019 年 2 月 18 日至 3 月 1 日期間再次推出有關調查，調查對象擴大至覆蓋全校共 6,200 位全職管理、專業、技術、研究及一般職級的同事。為更強調對員工福祉的關注，是次調查命名為「正向領導與員工福祉意見調查」。問卷內容亦重新整理及更新，將題目分為以下五類，以便同事更能掌握「正向領導及績效管理」的概念：

- 設定目標與期望磨合
- 為持續進步提供的鼓勵與指導
- 真誠的評估與回饋
- 團隊關係與溝通
- 實質環境與安全

The University launched the Positive Leadership Survey in 2017 to understand the views of colleagues about the leadership style and culture of their workplace. The survey, conducted through questionnaires, also sought to convey the importance that the University attaches to positive leadership and a positive workplace.

In pursuit of the same goals as the first survey, the University conducted the survey again from February 18 to March 1, 2019. This time, the survey targeted all 6,200 full-time management, professional, technical, research and general staff. To highlight the University's concern for staff well-being, the survey was entitled "Positive Leadership & Staff Well-being Survey". Survey questions were updated to cover the following five aspects to help colleagues understand the concepts of "positive leadership and performance management".

- Goal setting and expectation alignment
- Encouragement and coaching for continuous improvement
- Genuine assessment and feedback
- Team relationship and communication
- Physical environment and safety

調查結束後，大學共收回 1,502 份問卷，回覆率達 24%。正向工作間及員工發展委員會將會分析收集所得的資料，於制定相關措施時作參考之用，冀能加強溝通，進一步推廣正向工作間文化，有關調查報告亦會透過下一期通訊公佈。

The University received a total of 1,502 questionnaires, representing a response rate of 24%. The PWSD Committee will analyse the data collected and make reference to these when formulating future initiatives to enhance communication and further promote the Positive Workplace culture. The survey findings will be shared through this newsletter as well in its next issue.



正向領導及員工福祉意見調查大抽獎已於四月十二日進行，抽出的幸運兒丁小姐獲贈足部按摩器一部。

The prize draw for the respondents of the Survey took place on April 12, 2019. The lucky one is Miss Ting and she received a foot massager.

你認識子女的學習偏好嗎？ V？A？K？

Do you know your child's Learning Styles? V? A? K?

人人都有自己偏好或擅長的學習方式，而這學習偏好更是自小已形成。如能瞭解子女的學習偏好，再配合適當的學習方法，將有助提升他們的學習效率。來一個親子活動，按照子女目前的實際情況，在白色方格上以 1 到 5 的等級來回答以下問題，找出小朋友的學習偏好。

1 = 不曾如此 2 = 很少如此 3 = 偶爾如此 4 = 通常如此 5 = 總是如此

	V	A	K
1. 我發現寫字有助記憶。			
2. 聽別人說話或講課比自己閱讀能記得更多內容。			
3. 閱讀 / 學習時我喜歡吃零食或嚼口香糖。			
4. 當我專心聆聽演講時，不必寫筆記就可以記得重點。			
5. 我比較喜歡看報紙，不喜歡聽新聞。			
6. 我用聽的方式便可記下電話號碼。			
7. 我擅長於拼圖玩具與迷宮遊戲。			
8. 我發現電影和簡報比較有助於掌握新知識。			
9. 閱讀一本書比聽導師講述使我記得更多的重點。			
10. 我通常需要寫下電話號碼才能記得起來。			
11. 我比較喜歡聽新聞，不喜歡看報紙。			
12. 學習時，我需要抄下導師寫在黑板上的範例以便日後複習。			
13. 我喜歡書本附有圖表及圖片，因為它們有助我瞭解事情。			
14. 我需要列出我要做的事以便記下來。			
15. 我只要大略瀏覽便可以找出文件上的錯誤。			
16. 我喜歡口頭的說明，不喜歡書面的說明。			
17. 當我寫一些東西，我需要大聲唸出來，這樣才讓我聽見它。			
18. 當我寫一些東西，我需要到處走動，這樣才能把內容記得更好。 (例如：溫習筆記時走動；在教室玩一些需要走動的遊戲。)			
總數：			

Everyone has a learning style that he / she prefers or is good at, which was developed at his/her child stage. Understanding your children’s learning preferences and adopting the appropriate approach can enhance the effectiveness of their learning. Find out your children’s learning style by rating how much they agree with the following statements on a scale of one to five. Write the answers in the white boxes.

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

	V	A	K
1. Writing helps me remember.			
2. I can remember more of what I learn by listening to others or a lecture than reading by myself.			
3. I like to eat snacks or chew gum when I study/learn.			
4. When I focus on a lecture/speech, I can remember the key points without taking notes.			
5. I prefer reading a newspaper to listening to the news.			
6. I can memorise a phone number just by hearing it.			
7. I am good at puzzles and maze games.			
8. PowerPoint slides and films help me understand new concepts.			
9. Reading a book allows me to remember more than listening to a lecture.			
10. I need to write down a phone number in order to remember it.			
11. I prefer listening to the news to reading newspapers.			
12. I need to take notes when attending classes to enable subsequent revisions.			
13. I like books that contain charts and pictures, because they improve my understanding.			
14. I need to set out my task list in order to remember them.			
15. I can pick out the mistakes in the documents just by skimming over it.			
16. I like verbal explanations. I do not like written explanations.			
17. I need to read aloud on what I put down in writing.			
18. When I study, I need to move around, as it helps me remember the content (e.g. moving around while studying notes or playing games in class that require physical movement).			
Total:			

VAK 模式計算方法

請把所有白色方格內的數字依照三個直排往下累加，計算出三個總數。每個總數分別代表視覺 (V)、聽覺 (A) 和肢體運作 (K) 的學習偏好指數，得分愈高，表示他 / 她愈傾向該項學習模式。

Visual 視覺學習者

透過「觀察」和「看」來學習。他們喜歡閱讀、看錄像，且會特別注意文字和圖畫。建議透過以下方法加快學習速度和增強記憶：

- 創造圖表、流程圖或圖像來吸收資訊及幫助記憶
- 重覆閱讀資料，並用顏色筆將重點圈出來
- 利用影片或電腦學習軟件進行學習
- 以連環圖形式串連資料

Auditory 聽覺學習者

偏好用「耳朵」來吸收資訊和知識。他們喜歡以講述為主要教學法的模式來學習，並會分外留意老師課堂的講解。建議透過以下方法學習：

- 選擇寧靜的環境或在有音樂伴隨的情況下進行學習
- 透過討論加深記憶
- 將枯燥乏味的學習內容朗讀出來，或編成一首歌或順口溜，加強記憶

Kinesthetic 肢體運作 (觸覺) 學習者

較為好動，喜歡透過肢體活動來學習。學習時會發出一些聲音，如：甩筆、搖晃椅子、啃手指、咀嚼香口膠等。閱讀時多習慣用手指頭或拿著東西指著文章。

- 多使用電腦或利用具遊戲性質的電腦教材來學習
- 透過實驗、考察、參觀或角色扮演等，讓自己可以「動手做」或經驗所學習的內容
- 避免一直坐著不動，在不妨礙他人的情況下，做一些小動作，如甩筆和踏腳等

摘自：『依納爵教學法』

Calculating the VAK scores

Add all of the numbers in the white squares by column to calculate three totals. Each total represents your tendency towards Visual, Auditory or Kinesthetic learning. The higher the score, the more your child learns towards that learning style.

Visual Learners

learn through “observations” and “looking”. They like to read and watch videos, and they are attentive to words and pictures. Visual learners may adopt the following methods to boost their learning speed and improve their memory:

- Create charts, flowcharts or pictures to aid information reception and retention.
- Read the information repeatedly and highlight the key points with coloured pens.
- Learn with videos or e-learning software.
- Represent and connect the information learned graphically.

Auditory Learners

are good at receiving information and knowledge through their “ears”. They prefer learning through spoken instruction and pay particular attention to the instructor’s presentation in class. Auditory learners may follow the learning methods below:

- Choose a quiet environment for learning or listen to music while learning.
- Use discussions to boost memorisation.
- Read the uninteresting content out loud or compose a song or a catchphrase to aid memorisation.

Kinesthetic Learners

tend to be physically active and prefer to learn through physical movements. They will make sounds when they learn, such as spinning their pens, rocking their chairs, biting their fingers or chewing gum. While reading, kinesthetic learners often run their fingers or other objects under the words. They may employ the learning methods below:

- Increase the use of computers or gamified e-learning materials for learning.
- Get “hands on” or experiential with the learning materials through experiments, surveys, visits or role plays.
- Avoid sitting still. Make small movements, such as spinning the pen or tapping the feet, without disturbing others.

Sources: extracted from <<Ignatius Knew>>

EAP TIPS - 成長心態 Growth Mindset



定型心態 VS 成長心態



你是哪一種心態？			
定型心態 (智能是固定不變的) 使你想顯得聰明，因此傾向……		成長心態 (智能是可以發展的) 使你想要學習，因此傾向……	
避開挑戰	←	挑戰	→
防衛或輕易放棄	←	阻礙	→
視努力為徒勞無益或更糟	←	努力	→
忽視有益的負評	←	批評	→
他人的成功帶來威脅感	←	他人的成功	→
他們也許早期得志， 但最終成就低於實際潛能	←	結果	→
		擁抱挑戰	
		面對挫折，依然堅持不懈	
		視努力為邁向熟稔之路	
		從批評中學習	
		從他人的成功找到啟示與激勵	
		他們不斷攀至更高的成就	

謹記「接受挑戰」、「克服阻礙」、「付出努力」及「從錯誤中學習」，成功就在不遠處！

* 資料來源：基督教服務處 / 《心態致勝 (Mindset: The New Psychology of Success)》



Fixed Mindset VS Growth Mindset



Which mindset are you?			
Fixed Mindset (Believes that intelligence is static) To appear smart, you tend to...		Growth Mindset (Believes that intelligence can be developed) To grow your intelligence, you tend to...	
Avoid challenges.	←	Challenges	→
Become defensive or give up easily.	←	Hurdles	→
Consider effort as fruitless or worse.	←	Effort	→
Ignore constructive feedback.	←	Criticism	→
Feel threatened by the success of others.	←	Other people's success	→
May plateau early but achieve less than their full potential.	←	Results	→
		Embrace challenges.	
		Persist in the face of setbacks.	
		See effort as the path to mastery.	
		Learn from criticism.	
		Feel inspired and stimulated by the success of others.	
		Reach ever-higher levels of achievement.	

Remember, if you "accept challenges", "overcome obstacles", "work hard" and "learn from mistakes", success will not be far away!

* Source: Hong Kong Christian Service / Mindset: The New Psychology of Success