

Company Visit & Career Mentorship

Best practices in Work-Integrated Learning activities



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About Company visit, and Career Mentorship



Purpose of the Booklet

This is a guide on the best practices in conducting work-integrated learning activities for host companies, schools, and students. These activities are designed to facilitate students' acquisition of industry knowledge as well as workplace soft skills, career decision-making, and study-to-work transition. This booklet will cover the best practices for conducting company visits and career mentorship. It is based on findings from the study "Work-integrated learning Study 2: Student learning from company visit, career mentorship and internship", conducted by Professor Kara Chan from April 2025 to October 2025 among CLAP-TECH secondary students who participated in these activities and the insights of CLAP-TECH staff involved. The views from industry partners and course lecturers were not collected in this study.

What are Company Visit and Career Mentorship?

📍 Company Visit

Students are brought to a company or an appropriate learning site to learn about the industry and working environments. These visits typically last one to two hours.

📍 Career Mentorship

Career Mentors share their industry experiences, knowledge, and provide guidance to students on their career paths. These opportunities can occur at the students' school or during company visits.

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01

Planning and Hosting an Effective Company Visit



Key Tasks in a Company Visit

Successful company visits involve preparation and collaboration between all participants and organisers to maximize benefits from these learning experiences. In the CLAP-TECH program, industry partners, career mentors, secondary schools, and the CLAP-TECH Centre each have their roles in how they may contribute to the best learning outcomes for students.

Course Lecturer

Pre-visit

- Research the host company and identify areas of the company's business that relate to the curriculum
- Prepare a list of possible questions for students
- Delegate roles for student participation

During visit

- Highlight relevant topics in class learning for students

Post visit

- Lead debriefing sessions and assign visit-related assignments

Students

Pre-visit

- Searching for basic information about the company or industry they are visiting
- Preparing questions beforehand relating to current study topics and interests

During visit

- Student volunteers actively engage in roles and participate in session activities (ie. Q&A sessions, mentor interviews, event host duties).

Post visit

- Students should complete an online survey for feedback, a reflection essay assignment, or photo journal.

Host Company

Pre-visit

- Prepare and organize staff (ie, briefing, work scheduling, office arrangements).
- Prepare both successful and failure cases in their business activities to share
- Planning hands-on experiences and interaction opportunities with company staff
- Arranging for guided tours of offices

During Visit

- Arrange for Q&A sessions with employees of a range of experience levels
- Conduct interactive activities (visual/ hands-on demonstrations)

Post Visit

- Maintain contact with program organisers and course lecturers to relay feedback and recommendations



Host Company Staff

Pre-visit

- Prior communication with course lecturers or programme organiser to understand the learning progression of students and what topics to discuss relating to their learning modules
- Prepare technical equipment such as microphones for speakers

During visit

- Take the initiative to engage with students actively
- Ask specific questions (students may not respond well to vague ones)
- Guide students on worksite tours
- Share real work cases and problem-solving experiences
- Share entry-level job qualifications
- Share tips on how to achieve higher performance in the company
- Share experiences (life/career achievements/obstacles)
- Encourage students to share interests, ideas, and what they are currently studying
- Draw connections between company technology/practices/ products with student learning topics and share real-life applications

Post visit

- Provide feedback for course lecturers and programme organisers for improvements



Program organiser

Pre-visit

- Notify schools, course lecturers, and host companies about the visit scheduling as early as possible
- Facilitate communication between schools, course lecturers, and host companies about student learning progress, company details, logistics, and visit activities
- Communicate with company hosts for feedback on activity improvement

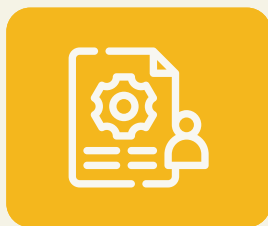
Post visit

- Collect feedback from career mentors, course lecturers, students, and host companies for improvement

02

Good Practices in Career Mentorship Sessions





Defining the Role of Mentors (CLAP-TECH Context)

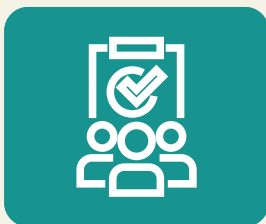
CLAP-TECH's career mentorship adopts a group mentoring format concentrating on career exploration, with moderately spaced meetings. The role of Career Mentors contrasts with traditional mentorship, which usually involves sustained, one-on-one nurturing relationships in a life companion capacity.

- Guide students on their career paths by providing emerging industry trends, experiences, guidance, and knowledge about working in the industry
- Inspire students to learn how to reach career goals from mentors' experiences.



Setting Clear Expectations and Goals

- Due to time constraints, the mentorship sessions often focus on career guidance rather than a fully developed mentorship relationship
- Students may have varying levels of interest in the mentor's area of expertise, which is perfectly normal



Matching Mentors and Mentees

- Matching mentors' industry with mentees' interests helps with students' motivation and engagement
- Schools should screen and match students to mentors in industries of interest





Suggested Topics & Activities

Career Story Sharing

- Share stories about challenges they face in their workplace and job search
- Share how they landed their job

Soft Skills and Professional Development Guidance

- Share stories about the importance of soft skills in the workplace

Workplace Culture and Norms

- Share day-to-day responsibilities, functions of different departments in the organization, workplace culture, and the reality of working life



Delegating mentorship session tasks and roles to students

- Assigning tasks, roles, and responsibilities to students to run mentorship sessions allows students to be personally involved
- *Tasks:* electing students to ask specific questions, assigning students to interview the Career Mentor, or acting as a career mentoring session host/MC, and presenting certificates to mentors

03

Facilitating Engagement and Interaction





Student Interest

- Gathering students' opinions and suggestions for company visit topics based on students' interests
- Evaluating students' initial interest and matching activities they may be interested

Relation & Relevance to Curriculum

- Identification of relevant topics, practices, and technologies in learning modules will allow students and course lecturers to draw connections



Ice breaking

- Participation Incentives (company-branded goods, snacks, prizes)
- Company host & Career Mentor engaging attitudes and enthusiasm
- Appointing students to lead interactions with company staff and mentors will help to motivate other, less involved students
- Career mentors sharing their own experiences as former secondary school students, just like the participants, in order to build a closer rapport

For further instructions on how to interact with students, please refer to the CLAP-TECH mentor training resources

- Scan the QR code to watch the CLAP-TECH Mentor Training video or view it through the link:
<https://www.youtube.com/watch?v=lsJBucKOBbs>



04

Evaluations and Improvement



Short Surveys: Host Companies, Staff, and Mentors

- Collect feedback and evaluate how activities and logistics can be better organized or executed

Scheduled Meetings: Programme organiser and Participated Host Companies

- Exchange ideas and insights about program activities to improve student learning outcomes
- Facilitate networking opportunities between programme organiser and participated host companies





Assessing Learning Outcomes

Post-visit debriefing sessions

- Assess student learning and experiences after activities

Assignments / Projects

- *Reflection journals:* Writing and photographs of memorable experiences during activities
- *Application projects:* Projects designed around topics from company visits and industry knowledge
- *Hands-on group projects:* Based on Applied Learning (APL) course material (teamwork, soft skills)
- *Industry research assignments:* Assignments based on researching the industries of the company visit/ career mentors, or cases mentioned by the company staff/mentors

05

Pre-visit / Session Checklist





Preparations for Visits and Mentorship

- Students have basic knowledge about the company's nature, business activities, and prepared questions
- Student representatives are selected to ask questions and assigned roles for the company visit/mentorship session
- Course lecturers help students draw connections between visit topics and the curriculum
- Activity participation incentives for students are prepared
- Hosts are informed about curriculum structure and current module of study
- Company worksites are prepared for student visits, and guided tours led by staff who are knowledgeable about the setting
- Group photos of the visit are taken
- Prepared feedback forms (for Visit and Mentorship)

06

Sample Reflection Questions





Reflection Questions

- How did your visit/mentorship session change your understanding or view of working in this industry?
- Did you find any concepts you learned about today that are related to something learned before in the course?
- What is the fun parts of working in this company?
- What are the challenges of working in this company?
- Based on your experience, what do you think you need to learn to work at this company?
- How do you think you can work towards your personal goals based on the new information you learned today?
- What skills of the ten essential attributes are demonstrated in the visit?

Footnote

- 10 Essential Attributes: Analytical Thinking, Collaboration, Communication, Curiosity, Integrity, Leadership, Motivation, Resilience, Responsibility, Self-management)
- <https://www.claptech.hk/en/about-us/essential-attributes/>



07

Further Reading



Further Reading

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08

Sample Worksheets



Company Visit For Students



Questions:

1. What are the qualification requirements for an entry-level position at this company?
2. What are the day-to-day job duties of employees at this company?
3. What are the interesting parts of working in this company?
4. What are the challenges of working in this company?
5. What personal/personality qualities and attributes are desirable in this industry, or company?

Career Mentorship

Mentor Background

Company: _____

- What services and/or products does your mentor's company provide?

- How did your mentor enter the industry and reach his or her current job position?

- Who does your mentor work with? Is his or her job position client-facing or internal?





Career Mentorship

Questions:

1. What are your mentor's day-to-day work responsibilities?
2. What are the important skills to learn for your mentor's job position/industry?
3. What are some interesting parts of working in your mentor's job position?
4. What challenges did your mentor face in their career? How did he or she solve these challenges?
5. What skills or personal qualities/attributes do you think contribute to your mentor's success in his or her career?

企業參觀：學生

公司名稱：_____

- 該公司提供哪些服務及/或產品？

- 該公司是什麼時候成立的？創辦背景是什麼？

- 那些客戶或人士使用該公司的服務？



企業參觀：學生



問題

1. 該公司對入門的職位有什麼資歷要求？
2. 該公司員工的日常職責是什麼？
3. 在這公司工作有什麼有趣的地方？
4. 在這公司工作有什麼挑戰？
5. 這行業或公司期望員工具備哪些性格或個人特質？

職業導向師友計劃

導師背景

公司名稱：_____

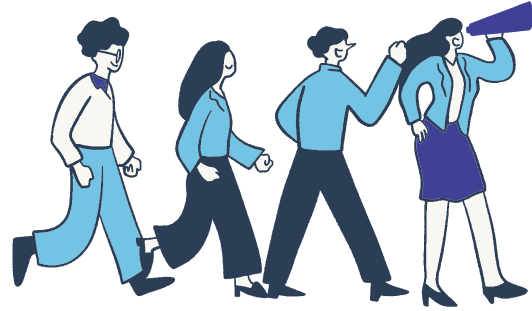
- 導師的公司提供哪些服務與產品？

- 導師如何入行並晉升至現在的職位？

- 導師的工作大部份是對內還是對外？



職業導向師友計劃



問題

1. 導師有什麼日常工作職責？
2. 導師所處職位需要掌握的核心技能是什麼？
3. 導師的工作有什麼有趣的地方？
4. 導師在職涯中面臨什麼挑戰？他怎樣克服這些挑戰？
5. 你認為什麼性格或個人特質有助你導師的職涯成功？



Jockey Club Multiple Pathways Initiative

CLAP>TECH Pathway

Launched in 2020 and funded by The Hong Kong Jockey Club Charities Trust, Jockey Club Multiple Pathways Initiative – CLAP-TECH Pathway (CLAP-TECH) is Hong Kong's first through-train Vocational and Professional Education and Training (VPET) pathway in mainstream senior secondary and post-secondary education. CLAP-TECH is a tripartite partnership among Hong Kong Baptist University, industry partners, and secondary schools. It currently consists of two Applied Learning Courses (i.e. Tech Basics and Multimedia Storytelling) and Higher Diplomas in Data Science and Art Tech Design. The programme equips students with technical and soft skills for the future workforce by incorporating career and life development into the curriculum. Since its establishment, over 40 industry partners have been involved in the programme, guiding and inspiring over 1,400 students from 90 secondary schools, with over 4,300 instances of programme participation.

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