



创刊词

作为一个雕刻家，而不是一个建筑师

许多人对艺术家在创作过程中可能遇到的挫折和失败知之甚少，如错误的开始，过程的挣扎，难以达成的目标等等。我们为您孩子的教育和职业规划可能也要经历这样一个过程。

教育是我们逐步发现自己无知的一个过程。肯特咨询集团（“KCG”）正在这里伴您一同走过这段旅程。塞涅卡说：“如果不知道该朝哪个港口航行，那么任何风都是无助的。”KCG 的第一个模块将为您导航并找出有前途的职业，这是一项不仅对您的头脑有感染力，同时对您的心也有感染力的规划。

把您自己想象成教育和职业生涯的雕塑家而不是建筑师。预计将做大量艰苦的锤打，雕凿，刮擦和抛光。在此过程中，KCG 的其他三个模块将把您装备成一名富有经验的雕塑家，使您的每一天都是一个新的开始。

正如您将看到的接下来的几页中，其中一篇文章：一个网络的黄昏-怎样，什么，谁，何时，从哥伦比亚大学职业教育中心学习的心得。通过与哈佛大学教育学院院长的讨论，揭示了教育研究的挑战。在麻省理工学院校友领导人会议中，一名学生“渴望将从麻省理工学院及实验室中学到的知识和技能应用到更为广阔的外部世界”。

展望未来，今年春季 KCG 将推出我们的职业数据库（包括顶尖学校，职业，行业的详细资料）；我们计划公开发布更多的与职业相关的新闻和博客文章。我们渴望在中国教育和职业顾问界发挥与众不同的作用，不断为您和您的孩子提供大量可获得的有效资源。

KCG 承诺将为您的孩子带来我们最佳的教育和职业的规划，为您和您的家庭提供互动和参与的机会，鼓励讨论和反思，并通过您的参与和有效的协作将整个规划付诸实施。

我们希望本简报阐明我们将如何为您的孩子规划并实施教育和职业准备计划，即专业人士如何在我们生命中如此关键时刻帮我们达成规划并付诸实践。如果您想了解更多关于肯特咨询集团的信息，请访问 www.kentcg.com。

您的信任和支持是我们前行的动力，请接受我们诚挚的感谢。

谨代表 KCG 全体同仁为您和您的家人在 2010 年献上最诚挚的祝福！

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From the Founders

A sculptor, not an architect

Many of you might have little idea about the process an artist goes through in making a work: of the struggle, the false starts, the frustrations, the dead ends. Career planning for you or your children may go through such a process.

Education is a progressive discovery of our own ignorance. Kent Consultancy Group ("KCG") is here with you along the journey. Seneca said, "if one does not know to which port is sailing, no wind is favorable." The first KCG module will help you navigate and locate the promising career, a plan that appeal to not only your heads but also your hearts.

Think not of yourself as architect of your career but sculptor. Expect to do lots hard hammering & chiseling and scraping & polishing. KCG's three other modules will equip you as an experienced sculptor along the process, living everyday as if your first day of the rest of your lives.

As you will see in the following pages, one article features an evening of networking – How, What, Who, When, drawing learning from Columbia University Centre for Career Education. While the discussion with the Harvard Dean of School of Education reveals the challenges of education study. One student at the MIT Alumni Leadership Conference is eager to "take the expertise and knowledge learnt from MIT and its Labs to a larger community and affect outside world".

Looking forward, this spring KCG is unveiling our career database (including detailed information on top schools, occupations, industries); we plan to publish more career related news and blog articles. We aspire to play a distinctive role among premium career advisors in China, continuously building substantial and accessible resources for you and your family.

KCG has a commitment to bring to you the best of our career advice, to provide opportunities for you and your families to interact and engage, to encourage discussion and reflection, and with your engagement to do all these in an effective and collaborative way.

We hope this newsletter will illuminate how the practice of career design, i.e. how professionals approach such critical moments in our lives. And if you want to find out more about what Kent Consultancy Group does, please visit www.kentcg.com.

Please accept our sincerest gratitude to your confidence on KCG.

Best wishes to you and yours in 2010 on behalf of everyone here at the KCG!

Kent Xu & Yiting Shen
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KCG Advisor Conrad H. Lung'72 Receives Hamilton Medal

From Columbia College News & Updates

Our board advisor, Conrad H. Lung '72 received the Alexander Hamilton Medal, the highest honor paid to a member of the Columbia College family, at a black-tie dinner in Low Rotunda on November 19. The medal is awarded annually by the Columbia College Alumni Association to an alumnus/a or faculty member for distinguished service to the College and accomplishment in any field of endeavor.

Lung, who was born in Canton, China, recalled receiving a thin letter from Columbia when he was 18, which he surmised to be a rejection of his application for admission. "I do not remember so much the joy, but the utter disbelief and incomprehension," he said, upon learning he had been accepted and offered a scholarship and campus job that would enable him to attend. He described the Core Curriculum as "a life-transforming experience" and referred to Homer's Odyssey in speaking about his journey from an impoverished youth in China to business success in America. Speaking of Homer's hero, Lung said, "Instead of being hopelessly lost, he found himself at his destination, a different man."

President Lee C. Bollinger was joined by Dean of the College Michele Moody-Adams and Columbia College Alumni Association President Geoffrey J. Colvin '74 in presenting Lung with the medal. "You have always been a pioneer, a leader rather than a follower," Bollinger said, noting that Lung was the first Columbian of Asian descent to be presented with the medal since Wellington Koo (Class of 1909) in 1949, three years after its inception. "You saw a world that was changing long before globalization became a mantra for all of us, and you lobbied for Columbia College to become more and more involved in Asia," Bollinger said.

Moody-Adams praised Lung's commitment to "racial, ethnic and socio-economic diversity" at the College, as well as his ongoing "desire to connect students with alumni." Lung is one of the founders of the Asian Columbia Alumni/ae Association and was the group's first president, and, along with other alumni, assisted in the founding of the Columbia Club in Singapore and improved the link between Columbia and various Columbia Clubs in Asia.

Lung majored in Oriental studies at the College, then earned a master's and an M.Phil. at Yale, where he taught briefly and was a tutor. In 1977, Lung was hired by a Hong Kong apparel

manufacturer to start a marketing operation in New York, Wrightfox International, which was acquired by Jordache Jeans in 1979. He moved to Maurice Sassoon Jeans as v.p. of operations and in 1981 was hired by New York Jean Co. as e.v.p. in charge of merchandising and marketing.

Lung co-founded Sunnex, Inc., a manufacturer and wholesaler of women's career clothing that develops and markets five brands in the United States, Canada, Latin America, Europe and China, in 1985. The next year, he co-founded Sun On-Sunnex International Holding Corp. in Hong Kong as a buying office for Sunnex. In 1987, Lung co-founded China Silk Enterprise Ltd., which operates manufacturing facilities in the People's Republic of China. In 1992, he co-founded Sun On Trust, a not-for-profit organization that performs charitable work in China.

In 2003, Lung sold Sunnex and its related companies to various Asia investors, and in 2004 he participated, with a group of Asia investors and two College alumni, in a leveraged buy-out of Mudd Jeans in New York. Lung then became its president. In the same year, he co-founded, with a group of College alumni, a consulting and boutique investment banking firm, Ivy Capital Management LLC, as well as a brand management and marketing firm, Collegiate Brand Management Group, both based in New York.

Lung has been extensively involved with the College and alumni affairs. He serves the College as a member of the Alumni Association Board of Directors and as an emeritus member of the Board of Visitors. The College honored him for his distinguished professional achievements with a 2002 John Jay Award.

By Alex Sachare'71 and Lisa Palladino



Joyce's participation



Joyce FU has agreed to join the Kent Consultancy Group as a Board Director in October 15, 2009. Miss FU's profile is as follows,

Specialize in high professional standards educational consulting services; Seven years of experience in educational counseling and school admissions; Senior Director in Cambridge Academy of Advanced Studies, UK (CAAS); Chief Educational Consultant in International Education and Training Society (IETS), Cambridge University; Have advised 119 students personally, visited 257 University/College, Private/Public & Boarding/Day schools in UK, US and Asia, designed /evaluated 28 independent professional courses/ training programme for global educational/business organizations.

Professional Member of Independent Educational Consultants Association (IECA) ,

Member of Higher Education Consultants Association (HECA); Educated at Cambridge University (PhD, MPhil in Education) and Nanjing University (BA in Journalism and Communication).

Challenges in the Graduate Study of Education

A discussion with Dean of the Harvard Graduate School of Education

During her short visit to London in November 2009, Dean of Harvard Graduate School of Education (HGSE), Katherine McCartney highlighted the mission, vision, and comparative advantage of the school. She demonstrated how HGSE takes on the challenges faced by educators in the United States and around the world. By recruiting talent to education, offering distinctive programs, generating new knowledge, and leveraging the school's impact through partnerships, HGSE positions itself for maximum impact in the education sector. She also gave examples of HGSE's work at the nexus of practice, policy, and research as HGSE strives to improve student opportunity, achievement, and success.

Katherine emphasized the importance of collaborating with parents. She also wants to further reduce the barrier to study, i.e. providing scholarships. The current master's program costs \$52K and the average funding available is \$12K.

The new education leadership program focuses on 3 core areas

- Learning and teaching: How different young people learn, meaningful and worthy content in schools, teaching and assessment, improve learning at scale.
- Leadership and management: strategy, entrepreneurial leadership, managing organization performance, leading the learning organization.
- Education sector: history, structure, policy and politics, levers for change.

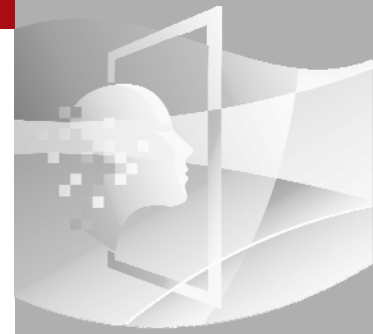
At HGSE, the faculty works very different than its competitor Stanford: from practice based research, research based policy work, to research based practice. Why Teach America (TA) and Teach First (TF, British equivalent) teachers teach better? Human capital is the key. HGSE actively seek partnerships with TA and TF and alike rather than treating them as competitors. HGSE attracts people who are "intrinsically motivated to do this type of work."

By Yiting Shen MPA, Harvard Kennedy School of Government

"Looking Ahead: Opportunities in Finance in a New Global Setting"

A conversation with Dean of MIT Sloan School of Management

MIT Sloan School of Management Dean Schmittlein visited London in November 2009! The topic Looking Ahead: Opportunities in Finance in a New Global Setting was well received from the alumni group. The discussions amongst the Dean, Mariafrancesca Carli (MD, JP Morgan) and Samer Salty (CEO and Founder, Zouk Ventures) were very heated. Samer led us to imagine the world with super expensive energy expenses while Mariafrancesca brought



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us back to the City, where capital still rules. Dean Schmittlein took a macro view and put MIT on the map. MIT Sloan School of Management aims "to develop principled, innovative leaders who improve the world and to generate ideas that advance management practice." Students and alumni have "absence of boundaries" and constantly seek "excellence."

By Yiting Shen MBA, MIT Sloan School of Management

Mens et Manus et Mundus

Learning from the 2009 MIT Alumni Leadership Conference

MIT has changed us in many different ways. Revisiting campus allowed me to renew friendship and seek new inspirations. I want to share some highlights of the recent alumni conference that has the theme - Connections that Count.

Highlight 1: 3 MIT undergraduates (mix of mechanical and chemical engineers) and a cancer research PhD, talked at a student panel on leadership and innovation. If age, gender, or major ever makes a difference for us to learn from, here's how.

- Eileen's definition of leadership is to "take the expertise and knowledge learnt from MIT and its Labs to a larger community and affect outside world".
- Manuel says, "leadership is about giving service and support".
- Tish says, "chart up anything I can dream up, keep on pushing, dedicate the whole life" (Background: Tish, from class 2010, has led various projects on wheelchair design in East Africa, is very hooked on using engineering skills for public service.)
- Tanya crosses the boundaries of mechanical engineering, cognitive science, and culture. She loves the British culture and embraces their good elements for innovation. "They're so polite that they would not tell you the wrong elements up front. I get to push my ideas through." (Background: summer interned at BT in UK as part of the Gordon leadership program. She recommended to CEO on her new big idea that currently in process.)

Highlight 2: During the Education Council workshop (training sessions for alumni interviewers for MIT undergraduate candidates). This story must have been told many times... yet the eyes of Kim (presenter) were wet and so were many of ours in the room:

One education counselor has served a very under-represented region for five years and yet no single admits to MIT from the dozens of dozens he interviewed. Kim asked him, "shall I assign you to another region?" He said, "No, I want to make sure that when the right one appears, I am here."

Highlight 3: Panel on aligning local activities – Professor emeritus Woodie Flower passionately talked about FIRST program, <http://usfirst.org/> For Inspiration Recognition of Science and Technology, from Lego challenges to robot competitions, Professor Woodie has engaged 6 million students and their families. This is when gracious professionalism and philosophically overlapped - Never a job too big, time too short, team too large, and budget too small.

Highlight 4: The panel on Marketing with Social Media has the theme - "it's not about velocity, but acceleration." Nancy DuVergne Smith from the MIT News office illustrated concept with the MIT presence on blog, twitter, Facebook, and LinkedIn. The MIT News beta site <http://web.mit.edu/newsoffice/> also has great content. The tweets, Facebook links have given me inspiration timely and seamlessly - what we called "You Are Not Alone."

Highlight 5: During the panel on the Expanding Horizons: Volunteer leadership landscape panel, our new President of the Alumni Association, Kenneth Wang, sparkles throughout the conference with his sense of humor in an MIT way. Many alumni volunteers are just like him -

- "We all inspired to be clowns." Jorge says, "Don't be afraid to take a job that you know little about. Tool kits are online and other volunteers are there to help/mentor you."
- "You have to vote, even if you don't know them." Claude says (context: we each get mails on picking alumni officers, awardees, using our own framework of judgment.)

Lastly, the MIT President, Susan Hockfield, is completely beaverised (Beaver is MIT's mascot): very good sense of humor, sharp on tough questions, confidence through crisis, and keeps on pushing her 3 big agenda: K12 Education, Cancer Research and Energy. She started her speech with "How we serve the world." I want to end this article leaving the same line with a question mark.

By Yiting Shen MBA, MIT Sloan School of Management



OUR GOALS

- As an independent consultant / advisor to your school
- Assist schools to counsel and advise students
- Focus on career development and university / program selection
- Help raise brand image of your school
- Employ MBTI psychological testing tool, KCG comprehensive database system, search engine and team of top experts
- Provide personalized career counseling and school / subject selection services

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An evening of networking – How, What, Who, When

Learning from Columbia University Centre for Career Education (CCE)

September 2009, Asian Columbia Alumni Association hosted its traditional Alumni Student welcome back reception at the faculty house on campus in New York. Over 150 participants enjoyed the evening of reconnecting and building new mentoring relationships. It is an evening of networking - learning how and practice real time.

An overview of networking is presented by CCE: Networking = Relationship Building! Making 'informal' contact or building relationships with others to gain: knowledge, advice, information, inside information, further contacts. The places one can network are: Personal Network.

Alumni Networks, Online Social Networks (LinkedIn, Facebook), Professional Associations, Conferences, Career and Job Fairs, Networking Meetings, Classes, Volunteering, Leisure Activities.

It is important to create a networking plan and an elevator pitch, for example, Tele-seminar recording "15 Second Pitch" see Laura Allen's website, www.15secondpitch.com. The typical pitfalls: Not doing your research beforehand, sending your resume too early in the communication/asking for a job, forgetting that proper etiquette still matters when networking, failing to follow-up, poor record keeping.

Students find the networking protocol quite useful for introduction/15 Second-Elevator Pitch

- Who you are (student, major, when graduating)
- What you do (what you are interested in and why)
- What you do really well (had an internship where I learned about team building, managing client relationships, and working under tight deadlines)
- Your call to action/What you are interested in (tell me more about your career, your company, your job)

Columbia University has an excellent Centre for Career Education (CCE) serving students from 7 schools. Walk-ins and individual counseling appointments are available and Career development programs and events include workshops, seminars, connections with employers, career fairs, job listings. There are plenty of website resources that you can check out www.cce.columbia.edu.

By Yiting Shen BS, MS, Columbia University in the City of New York

Case Study: Designing an "Overseas Independent Study Route"

Background: Miss Jenny CHOU, 18 years old girl from Wenzhou City, who wants to receive her higher education in UK post her graduation from WanLi International Middle school. She is an 8-year artistic gymnast. Her father is a very successful businessman in Light industry and mother is a civil servant in Real Estate.

Designed a personalized "Overseas Independent Study Route" for her

From her self-evaluation paper, Miss CHOU was not suitable to study in China. We collected and organized the relevant data from her results of Career Character Psychology Test (Cambridge University) and the Family Survey (FSS), which answered by her parents. We also discussed with her school teachers and analyzed all the test results and comments in UK schools.

Improved her English ability

With her IELTS 5.5, she couldn't readily enter an A level course in UK. For the top 10 universities of UK that her parents targeted, she must get at least 7.0 in IELTS. We looked for a private English teacher and recommended a suitable language course and school as her special requests.

Selected A level courses and university application

We focused on her personal interests and family's economic status, recommend four A level subjects, and chose six courses and four universities in different 3 levels from the database on the UCAS website. We also revised and checked all her university application documents, including Portfolios of drawing, personal statements, reference letters, application forms, interview questions & answers prepared.

Results: Miss Jenny Chou chose Math, Physics, Photography, and Art Painting as her four A level subjects and showed the best results (A, B, B, B) in her A level tests. In 2008, she successfully received the unconditional offer from the Department of Urban Planning, University of London (UCL).



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A New Trend in China's High School Educational System

—Reflections from interviews of MIT prospective students

China's high school education system is well known for her strong orientation to academic scoring of National College Entrance Examination, paying little attention to training and nurturing students' personality, talents and creativity. Although this phenomenon remains the same for majority of the schools, a trend from top high schools in China has gradually become the changing force moving towards a more western system to educate students.

Reflecting from several interviews of MIT prospective students in China, we have seen these students present a dramatic high quality on personality, passion, engagement, leadership, creativity, and talents apart from what they have done for academic study in school. Sometimes you can hardly tell whether these students are taught in China or in the USA or Canada. That is why increasingly, more and more Chinese students from these top high schools have been admitted by top universities in the USA.

This new trend will play a critical role of demonstrating how Chinese students can be trained and what the top universities are looking for. Globalization has broadened our view on education from domestic to universal. For many Chinese students, top college education goal doesn't mean Tsinghua or Beijing University any more; instead, it is Harvard and MIT, less to say many other top schools in US. A few years ago, the number of students admitted by top schools of US was one or two from a million, but now it is hundreds and thousands. As more and more top colleges from US become a natural choice of Chinese students, more and more attention will be paid to training and education on students' personality development, talent development and creativity nurturing. Eventually, this small rivulet will grow wider and bring fundamental changes to main stream.

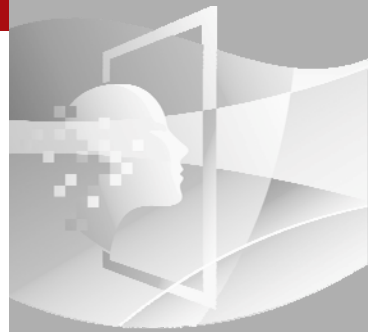


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中国高中教育体系的新趋势

——面试申请就读麻省理工学院的高中生的感受

中国的高中教育体系以高考成绩为唯一导向，不重视训练和培养学生的个性，特长和创造能力的特点已为大家所熟知。虽然这一现象仍然在大部分学校中存在，但是中国某些十分优秀的顶级高中已经作为一股引导变化的力量正朝着更为西方化的体系去教育和培养学生。

从在中国为申请就读麻省理工学院的学生进行的面试中，我们看到他们不仅在学习上表现优异，更看到了这些学生所表现出的高品质的个性，激情，参与精神，领导才能，创造力，以及特长。有时你可能很难分辨这些学生究竟是在中国，美国或者是在加拿大接受的教育。这也正是为什么越来越多的这些顶级高中的中国学生被美国一流大学录取。

这一崭新的趋势将起到一个至关重要的作用，它展示了中国学生可以被怎样培养以及顶尖大学正在寻找什么样的学生。全球化趋势扩展了我们的视野，从仅仅局限于国内的教育体系扩展到世界最优秀的教育资源。对于许多中国学生来说，顶尖大学教育的目标，不再仅仅是清华或者北大，取而代之的，是哈佛大学和麻省理工学院，以及其他许多美国顶尖的学校。数年前，被美国顶尖学校录取的中国学生人数寥寥无几，但是现在被录取的人数是成百上千。随着美国越来越多的顶级大学成为中国学生的一个自然的选择，越来越多的关注将转移到训练和培养学生的个性发展，特长发展，以及创造力的培养上。最终，这条小溪将不断壮大并对主流带来根本性的影响。

肯特教育咨询集团

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