



Career Mapping: Career Development Tool for Senior Secondary Students IIB

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Knowledge and Skills Needed for Career Counseling

1. General counseling skills, including knowledge of counseling theories and skills in relationship building.
2. Ability to use counseling skills to assist clients with career development problems.
3. Ability to develop awareness of personal factors such as values, interests, and aptitudes and apply this self-knowledge to career counseling.
4. Ability to help clients recognize their stereotypes about careers and help them overcome them.
5. Ability to assist clients to recognize the importance of other life roles in the career decision making process.



Knowledge and Skills Needed for Career Counseling

6. Ability to assist clients to improve their decision making.
7. Knowledge of
 1. Labor market information, training and employment trends, occupational information.
 2. Basic concepts about career development.
 3. Career development and decision making theories.
 4. Resources and techniques that can be used with special groups.
 5. Systems for developing, storing, and using occupational information.
 6. Changing roles of men and women and linkages among life roles.



Frank Parsons' Conception of Career Counseling

In the wise choice of a vocation there are three broad factors:

1. a clear understanding of yourself, aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their cause;
2. a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work;
3. true reasoning on the relations of these two groups of facts
(Parsons, 1909)



Career Counseling Process





Areas to be Assessed

1. Interests
2. Personality
3. Skills
4. Abilities
5. Work Values
6. Lifestyle & Financial Considerations
7. Preferred Work Environment



Narrative Career Counseling

What is Narrative?

An account of an event(s) – ‘story-telling’, are selected sequences of life which come into existence as an entity through the very act of ‘told’ (Payne, 2000, p.19)



In narrative practice, we are interested to know...

- That persons know of life through lived experiences; but
- How do persons organize their stock of lived experiences?
- What do persons do with these experiences in order to give it meaning and to make sense out of their lives?
- How is lived experience given expression?



The analogy of a Story

- In order to make sense of our lives and to express ourselves, experiences must be “storied” and this storying determines the meaning ascribed to experiences.
- In this sense making activity, we arrange our experiences of events in sequences across time so as to arrive at a coherent account of themselves and the world around them



The analogy of a Story

- Specific events of the “past” and “present” and those that are predicted to occur in the “future”, must be connected in a lineal sequence to develop this account
- This storying of experiences provides us with a sense of continuity and meaning in their lives, and this is relied upon for the ordering of daily lives and for the interpretation of further experiences.



Goals of Assessment in Narrative Counseling

1. Identify a pattern of the individual's life
2. Form a sense of the client's identity by listening to the client's story
3. Find out about the client's goals for the future



Narrative Career Counseling Episodes

Making Meaning out of the Career Narrative

1. Elaborating a career problem
2. Composing a life history
3. Founding a future narrative

A Focus on Being Active

4. Constructing a reality
5. Changing a life structure
6. Enacting a role

Ending

7. Crystallizing a decision



Techniques Used in 7 Episodes

Episode

Techniques

Elaborating a Career Problem	- card sort, interest inventories, value inventories, ability tests, drawings, anecdotes, Career-O-Gram
Composing a Life History	- comment on stories, dramatization, emphasize strengths, success experiences, lifeline, life chapters, Career- O-Gram
Eliciting a Future Narrative	- success experience, lifeline, life chapters, guided fantasy, written and narrative outline



Techniques Used in 7 Episodes

Episode	Techniques
Reality Construction	- volunteer work, job visitation, day on the job
Changing a Life Structure	- look for the career project
Enacting a Role	- trying out new activities
Crystallizing a Decision	- identify and eliminate obstructions, actualize opportunities, reflect career decisions



Assessing of Values

1. Develop of self-awareness.
2. Determine the basis of current occupational dissatisfaction.
3. Determine the basis for conflicts among roles (e.g. work & family).
4. Determine the basis for low motivation and / or achievement.
5. As a preliminary step to assessing other aspects of the person, such as interests or personality type.
6. As a strategy for “clinching” the correctness of a job choice or change.



Work Values

4C：我的理想人生

這一節，老師或輔導人員會主持拍賣會，並解說守則。

每個人對「理想生活」都有不同的期望。這期望源自我們的**價值觀**；而價值觀是左右我們選擇的最關鍵因素之一。假設你擁有一百萬元參與這個拍賣遊戲，你會如何分配以投得你最想要的東西？（可投多於一項）



項目	你最希望得到的5個項目 (可用 ✓ 填於空格)	建議的投標價(自己)	成交價(別人) (若於班內進行拍賣遊戲， 可填此項)
1. 港幣一億基金			
2. 富挑戰性的生命			
3. 三百六十五天環遊世界			
4. 從沒有苦悶的一刻			
5. 長壽與健康			
6. 美酒佳餚任君選			
7. 健康體魄			
8. 理想職業			



Work Values

6B：工作的價值[#]

下列有1-25項的工作價值，請在右欄用黑色筆✓出每項對你的重要性。

工作價值	毫不重要 ←—————→ 非常重要				
	1	2	3	4	5
1. 工作保障	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 有藝術感的工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 薪金優厚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 安穩的生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 工作性質多樣化	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 個人發展	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 獨立地工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 涉及體能運動	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Exploring Work Values

6C：擇業交叉/剔

你將會獲發一疊職業卡，請把所有卡分類為『會選擇』、『不會選擇』及『有點猶豫』三大類。分類後，先簡單檢視結果，有何發現？

6D：「選」與「不選」？

先取出『不會選擇』的一組，列出你不選擇那些職業的具體原因，如：『需要面對很多人』、『工作模式單調和重複』或『社會地位低』，部分原因或會重複。

注意：原因必須具體，請把較含糊的原因如：『沒有興趣』或『沒有相關能力』加以說明，並列出沒有哪方面的興趣或能力。

然後取出『會選擇』的一組，把組內各職業分類，並列出你會選擇的具體原因，如：『有晉升機會』或『人工高』。

「不會選擇」的原因

1.

2.

3.

「會選擇」的原因

1.

2.





Exploring Work Values & Needs

暫停~思考~再出發



比較你在本座標裡各站內曾選擇及不選擇的各職業的原因，並找出一些你的擇業條件或準則，如『我主要考慮高薪和高社會地位的工作』或『有較多自主空間的工作是很重要的』。儘量檢視自己有沒有其他隱藏的準則，如『選擇與自己相同性別為主的職業』或『符合個人宗教信仰的職業』等。

我考慮及不考慮選擇某工作的準則包括：

準則一：_____

準則二：_____

準則三：_____

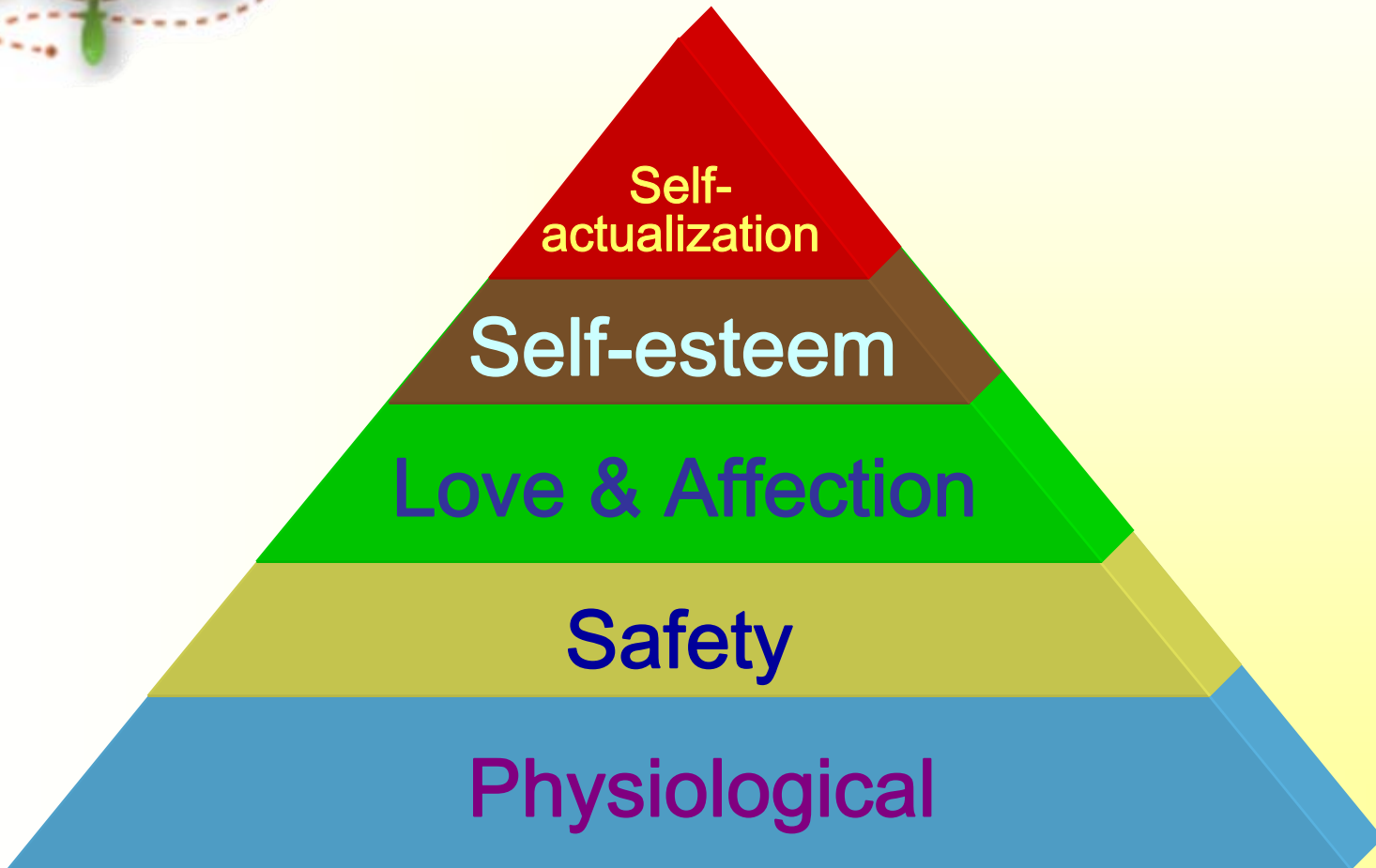
準則四：_____

準則五：_____

對於以上的職業選擇，你有甚麼需要或願望可以得到滿足？（如：『我可以經常出國旅遊』、『我可以得到別人認同』、『我可以認識更多朋友』）



Maslow's Hierarchy of Needs





Person-Environment Fit

emphasizes the dominant paradigm for understanding the complex relationships between individuals and their work environments.

Holland's Model of Personality Types and Occupational Environments

1. In our culture, most persons can be categorized as one of six types: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional.
2. There are six model environments: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. Behavior is determined by an interaction between personality and environment. (Holland, 1997)



Holland's Personal Styles & Occupational Environments

Personal Styles	Occupational Environments
Realistic	
May lack social skills; prefer concrete vs. abstract work tasks; may seem frank, materialistic, and inflexible; usually has mechanical abilities	Skilled trades such as plumber, electrician, and machine operator; technician skills such as airplane mechanic, photographer, draftsman, and some service occupations



Holland's Personal Styles & Occupational Environments

Personal Styles	Occupational Environments
Investigative	
Very task-oriented; is interested in math and science; may be described as independent, analytical, and intellectual; may be reserved and defers leadership to others.	Scientific such as chemist, physicist, and mathematician; technician such as laboratory technician, computer programmer, and electronics worker



Holland's Personal Styles & Occupational Environments

Personal Styles	Occupational Environments
Artistic	
Prefers self-expression through the arts; may be described as imaginative, introspective, and independent; values aesthetics and creation of art forms.	Artistic such as sculptor, artist, and designer; musical such as music teacher, orchestra leader, and musician; literary such as editor, writer, and critic



Holland's Personal Styles & Occupational Environments

Personal Styles	Occupational Environments
Social	
Prefers social interaction and has good communication skills; is concerned with social problems, and is community-service-oriented; has interest in educational activities.	Educational such as teacher, educational administrator, and college professor; social welfare such as social worker, sociologist, rehabilitation counselor, and professional nurse



Holland's Personal Styles & Occupational Environments

Personal Styles	Occupational Environments
Enterprising	
Prefers leadership roles; may be described as domineering, ambitious, and persuasive; makes use of good verbal skills	Managerial such as personnel, production, and sales manager; various sales positions, such as life insurance, real estate, and car salesperson



Holland's Personal Styles & Occupational Environments

Personal Styles	Occupational Environments
Conventional	
May be described as practical, well-controlled, sociable, and rather conservative; prefers structured tasks such as systematizing and manipulation of data and word processing.	Office and clerical worker such as timekeeper, file clerk, teller, accountant, keypunch operator, secretary, bookkeeper, receptionist, and credit manager



1. People find environments reinforcing and satisfying when environmental patterns resemble their personality patterns
2. Incongruent interactions stimulate change in human behavior
3. A person resolves incongruence by seeking a new and congruent environment or by changing personal behavior and perceptions
4. The reciprocal interactions of person and successive jobs usually lead to a series of success and satisfaction cycles.
(Spokane et al., 2001)





Career Orientation & Aptitude

點算一下你選擇的職業卡左下角展示的兩個英文職業代號出現的次數，初步了解自己職業性向類型。

職業代號	性向類型	曾出現次數
 R	Realistic 現實型	次
 I	Investigative 探究型	次
 A	Artistic 藝術型	次
 S	Social 社會型	次
 E	Enterprising 企業型	次
 C	Conventional 傳統型	次

最常出現的兩個職業代號順序為：_____ 及 _____



Career Orientation & Aptitude

6F：探索RIASEC*

請用黑色筆 **✓** 出最能夠代表你的性格、興趣和所具備相關能力的描述。進行這活動前，可重溫你在座標5的結果。請你的同行伙伴或熟悉你的朋友或同學用**紅筆**在上表 **✓** 出他 / 他們對你性格、興趣和能力的評價。

《我的職業性向》					
性向類型	性格	興趣	相關能力	選擇頻次	
				自己	伙伴
R 	<input type="radio"/> 謙虛 <input type="radio"/> 實際 <input type="radio"/> 堅毅 <input type="radio"/> 開朗 <input type="radio"/> 重實踐 <input type="radio"/> 依靠自己 <input type="radio"/> 坦率	<input type="radio"/> 喜歡接觸實物 <input type="radio"/> 好使用機器工具 <input type="radio"/> 喜歡戶外活動 <input type="radio"/> 不好學術性研習 <input type="radio"/> 不好與人合作	<input type="radio"/> 操作機械 <input type="radio"/> 使用工具及物件 <input type="radio"/> 不擅於自我表達 <input type="radio"/> 不擅交際		
I 	<input type="radio"/> 聰明 <input type="radio"/> 內向 <input type="radio"/> 獨立 <input type="radio"/> 理性 <input type="radio"/> 精確 <input type="radio"/> 有條理 <input type="radio"/> 嚴謹 <input type="radio"/> 好思考 <input type="radio"/> 好奇心重	<input type="radio"/> 喜歡分析性活動 <input type="radio"/> 喜歡觀察和學習 <input type="radio"/> 好解決難題 <input type="radio"/> 喜歡研究性質工作 <input type="radio"/> 厭惡重複性質工作	<input type="radio"/> 理解抽象理論 <input type="radio"/> 分析、評估及解決數理問題 <input type="radio"/> 進行科學實驗 <input type="radio"/> 不擅與人合作		
A 	<input type="radio"/> 衝動 <input type="radio"/> 有創意 <input type="radio"/> 獨立 <input type="radio"/> 情緒化 <input type="radio"/> 自我 <input type="radio"/> 無秩序 <input type="radio"/> 完美主義 <input type="radio"/> 憑直覺行事	<input type="radio"/> 愛與創作有關工作 <input type="radio"/> 重視審美的特質 <input type="radio"/> 喜歡表現自我 <input type="radio"/> 討厭按程序工作 <input type="radio"/> 厭惡重複性質工作	<input type="radio"/> 豐富想像力 <input type="radio"/> 擅長創作 <input type="radio"/> 有藝術天分 <input type="radio"/> 不懂得依循規則		



Identifying Inconsistencies

- 根據**我**的選擇，最能夠代表我的兩個職業代號順序為：_____ 及 _____
- 根據**同行伙伴**的選擇，最能夠代表我的兩個職業代號順序為：_____ 及 _____
- 根據你在6E「初遇RIA」
_____ 及 _____

暫停~思考~再出

請與同行伙伴或以小組形式
結果』三者的相同和差異之

總結後，最能代表你的兩個

7A：重訪我的「彩」蜜派對

請順序列出你最想進修的**學科/課程**

1.

2.

試檢視這些學科/課程與你的性格、
興趣和能力，以及現正修讀的高中學科，
有哪些**配合**和**不配合**的地方。

請順序列出你最想做的**職業***
(包括職業卡或曾考慮或夢想過的職業)

1.

試檢視這些學科/課程與你的性格、
興趣和能力，以及現正修讀的高中學科，
有哪些**配合**和**不配合**的地方。

P.33



The Hexagon & Diagnostic Signs

-  Consistency
-  Differentiation
-  Identity
-  Congruence



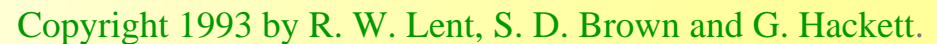


Social Cognitive Career Theory

School-to-work-to-life transition would highlight six interrelated processes that are manifest at various developmental points (Lent, Hackett, & Brown, 1999).

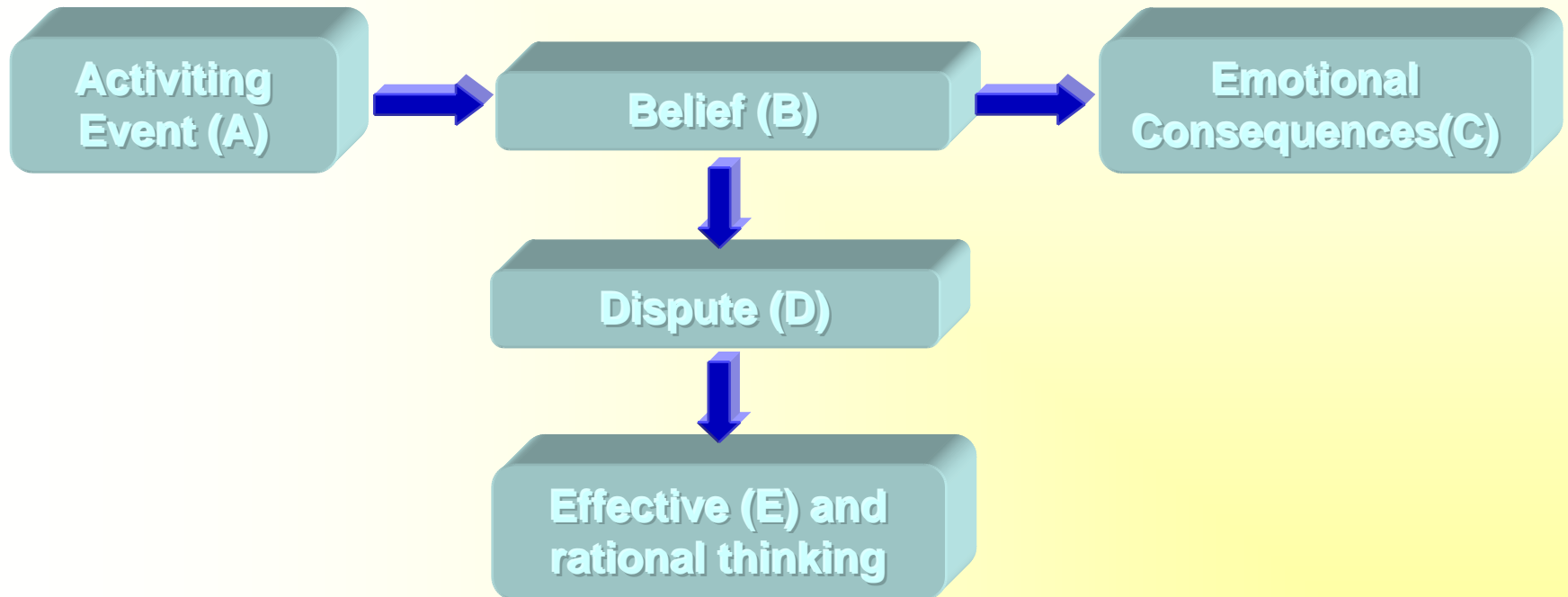
1. acquisition of positive yet realistic self-efficacy and outcome expectations,
2. development of career interests,
3. linkages between interests and career-related goals,
4. translation of goals into actions,
5. development of academic and work skills and remediation of performance- related problems, and
6. negotiation of social supports and barriers that affect the development of self and occupational beliefs and career options.







Disputing Beliefs (Ellis, 1984)





Identifying Beliefs

學科 / 課程三：

幫助達成目標的

阻礙達成目標的

個人 (內在的)

個人優點：你有甚麼優點可配合這學科？

個人缺點：你有甚麼缺點可能阻礙你學習這學科？

環境 (外在的)

機會：社會上有甚麼機會可助你投入學習這學科？

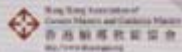
隱憂：社會上有甚麼隱憂可能阻礙你學習這學科？

如果我有能力
我會選擇

I will consider these occupations if
I am competent

如果能得到合理
回報我會選擇

I will consider these occupations if the
return is reasonable



能改善的能力

不能改善的能力

1

1

2

2

經討論後認為有可能改善的能力

改善行動方案

1

1

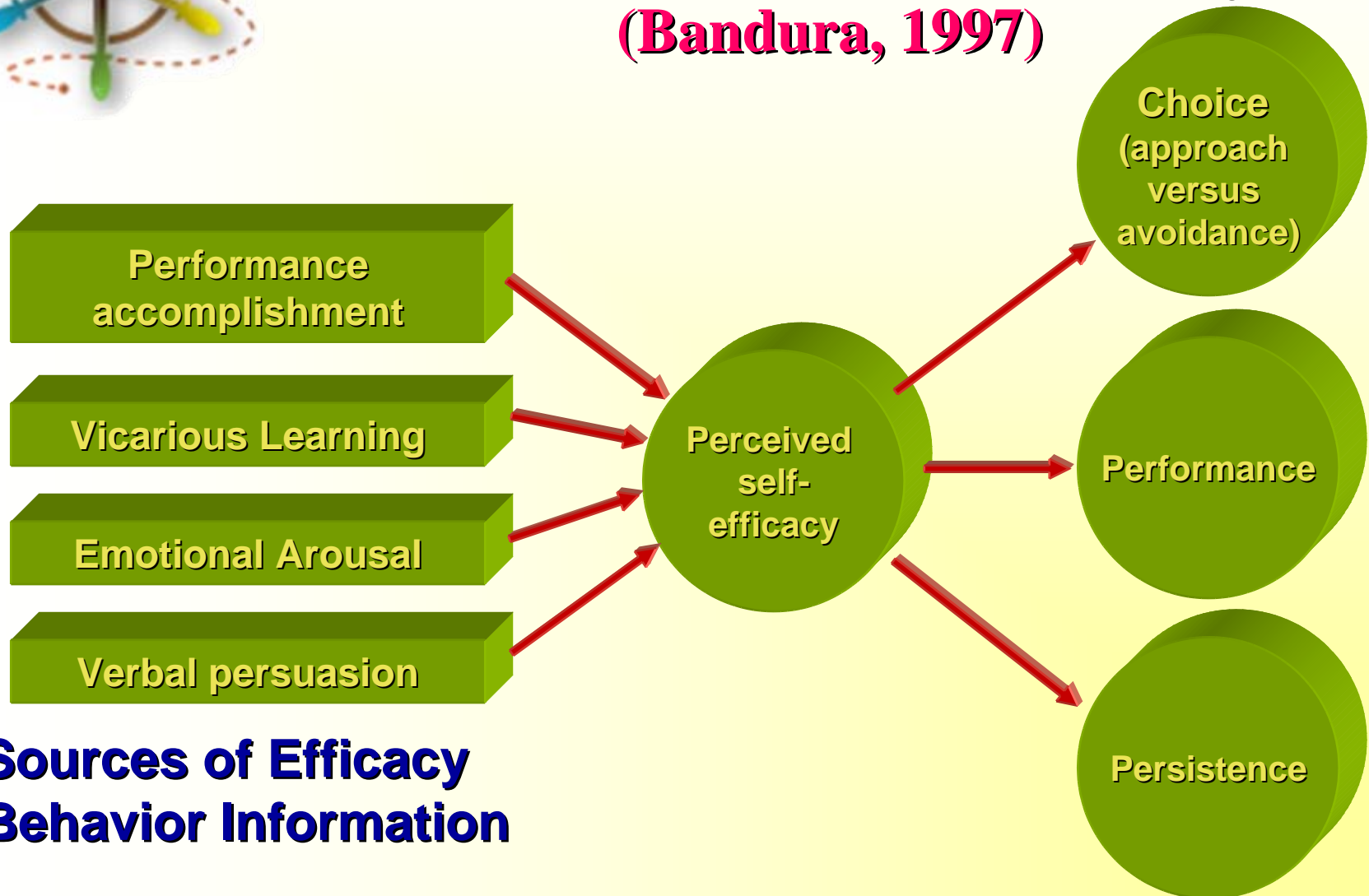
2

2



Bandura's Model of Perceived Self-Efficacy

(Bandura, 1997)





Action Planning



 Realistic 實際型	
R	
Bricklayer	泥水師傅
Concrete Repairer	混凝土修補工
Concretor	混凝土工人(落石屎)
Mason	石工
Mechanic	機械技工
School Worker	校工
Technician (Cameras)	技術員(攝影機)
Trackworker	鋪軌工
Technician (Fabricated Metal)	首飾鑲嵌師傅
RA	
Make-Through Craft worker (Garment)	全件制技工(成衣)
 Investigative 研究型	
IAR	
CAD/CAM Engineer	電腦輔助設計/電腦輔助製造工程師
IAS	
Researcher	研究員
IC	
Statistics Analyst	統計分析員
 Artistic 藝術型	

 Social 社交型	
SA	
Music Instrument Tutor	樂器導師
SAE	
Cosmetologist	化妝師
Counsellor (Educational)	教育輔導員
Counsellor (General)	輔導員
 Enterprising 企業型	
EBI	
Model/Fashion Model	模特兒/時裝模特兒
Public Relation Officer	公共關係員
Fashion Merchandiser	時裝營銷採購員
Fashion/Sample Co-ordinator	時裝 / 樣辦統籌員
Producer (Radio, Television)	電台/電視監製
Public Relation Manager	公共關係經理
EC	
Marketing Executive/Officer	市場主任
 Conventional 傳統型	
C	
Proofreader	校對員
CE	
Secretary (Legal)	秘書 (律政)
Specialized Clerk	技術員



Action Planning



<p>我將來升學或就業的目標：</p> <p>首選目標：</p> <p>次選目標：</p> <p>後備計劃：</p>	<p>我的事業目標：</p> <p>首選目標：</p> <p>次選目標：</p> <p>後備計劃：</p>
<p>我的興趣、技能和知識 如何幫助我達成目標？</p>	<p>除此以外，我還需要甚麼技能 和知識才能達成目標？</p>
<p>我需要甚麼的行動計劃去幫助自己 完成升學及就業的目標？</p>	<p>我需要甚麼的行動計劃去支援自己 完成事業上的目標？</p>



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Thank You

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