**5   Theory and Background of Life Planning**

The Project provides its services with reference to various life planning development and consultation theories with the aim of encouraging NCS students to pursue a career based on their aspirations and capabilities. The theories referred in this Project are detailed as follows:

5.1   Three Components of Life Planning

The Project found its basis on the Guide on Life Planning Education and Career Guidance for Secondary Schools (2014) published by Career Guidance Section of EDB. The three key components of this Project are self-understanding and development, career exploration, and career planning and management.

- **Self-understanding and development –** To understand oneself and the impact of external factors

- **Career Exploration –** To explore the opportunities and limitations of further studies and career and the options available

- **Career planning and management –** To formulate and execute a career plan in order to cope with changes and the transition from studying to working

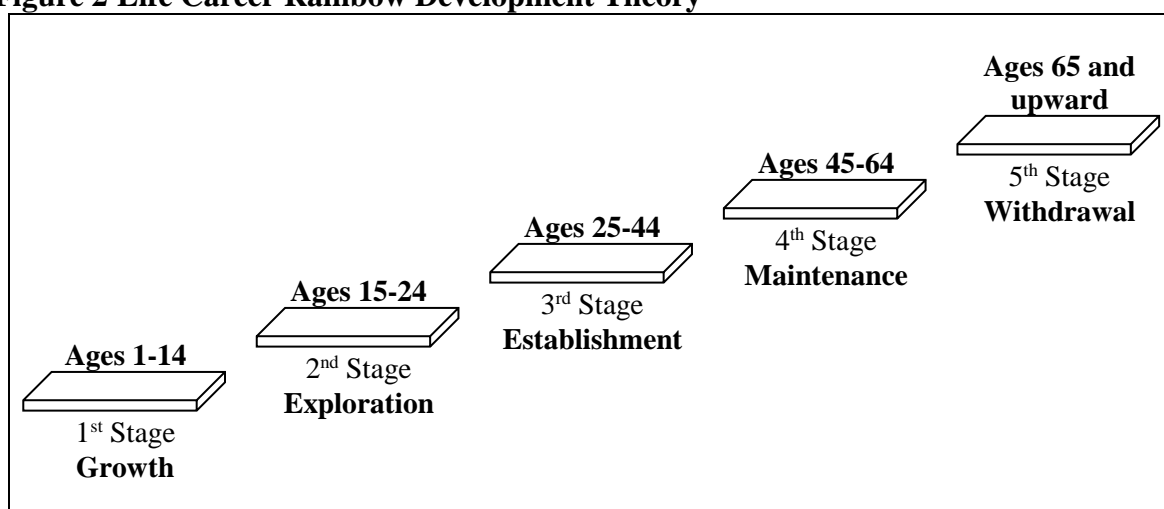**Figure 1 Three Components of Life Planning**
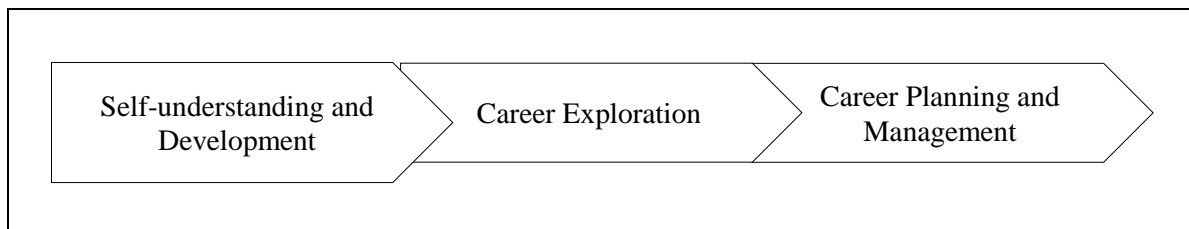
5.2   Life Career Rainbow Development Theory by Donald E. Super

The target groups of this Project are the students at stage 1 (Aged 1-14) and stage 2 (Aged 15-24) according to Super's Life Career Rainbow Development Theory. Having regard to the needs and development[1] of students at the stages of growth and exploration, this
Project serves to provide them with the opportunities to understand the meaning of work, and to achieve self-actualisation and learning through exploration based on the developmental needs of respective age groups.

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[1] Sharf, R. S. (2010). *Applying Career Development Theory to Counseling*. Brooks/Cole.; 吳芝儀(2000)生涯探索與規劃：我的生涯手冊

Figure 2 Life Career Rainbow Development Theory

Ages 65 and upward
5th Stage
Withdrawal

Ages 45-64
4th Stage
Maintenance

Ages 25-44
3rd Stage
Establishment

Ages 15-24
2nd Stage
Exploration

Ages 1-14
1st Stage
Growth

Focus of different development stages:[2]

- **Growth (Ages 1 – 14)**

    The major characteristics of children aged 1 to 14 are that, they will begin to develop self-concept, needs and attitudes reinforced by the recognition from the significant others in the family or school. Development of self-image and general world of work, and understanding the meaning of work are critical in this stage.

- **Exploration (Ages 15 – 24)**

    Adolescents will seek self-exploration and career exploration from their experience in school or at work. This stage emphasizes the self-evaluation through combining knowledge and insights into life experience, and the exploration of career interest so as to make temporary career choices.

- **Establishment (Ages 25 – 44)**

    This stage focuses on a stable development and consolidation. A person should start to settle into their chosen careers after repeated attempts.

- **Maintenance (Ages 45 – 64)**

    At this stage, a person is likely to have obtained a respectable work position. The major focus is to maintain their existing career and achievements.

- **Withdrawal (Ages 65 and upward)**

    People at this stage will experience decline in physical and mental health. The emphasis shifts from work to satisfaction of personal needs, development of a new life role and vibrancy and starting a new page at retirement.

5.3   Career planning relationship inventory

    The career planning relationship inventory indicates that the development of interest and

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[2] 吳芝儀（2000）生涯探索與規劃：我的生涯手冊

abilities may vary to personal values at different stages. Given the diversity of cultural backgrounds, students may exhibit various degrees of maturity in life planning, their career development and aspiration, as well as decision-making ability and understanding of industry developments and market trends. With a positive attitude in career planning, the students are able to explore more career opportunities and acquire related career information, and as a result, giving a clearer direction for their career path[3].

Figure 3 Career Planning Relationship Inventory
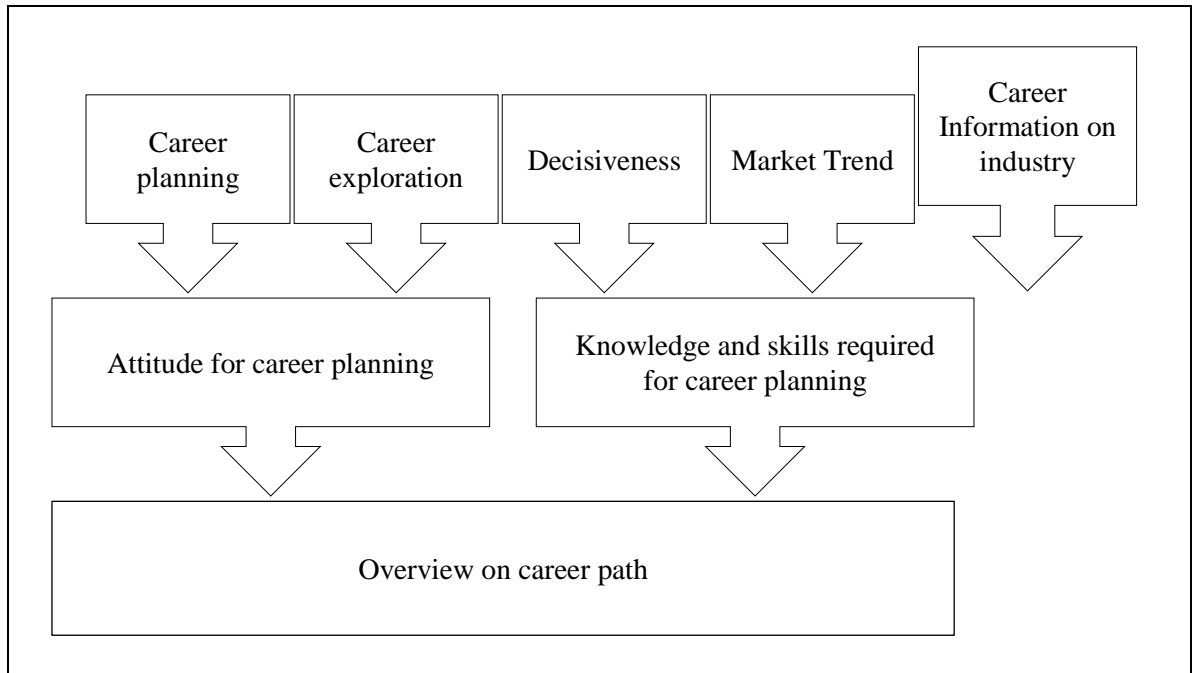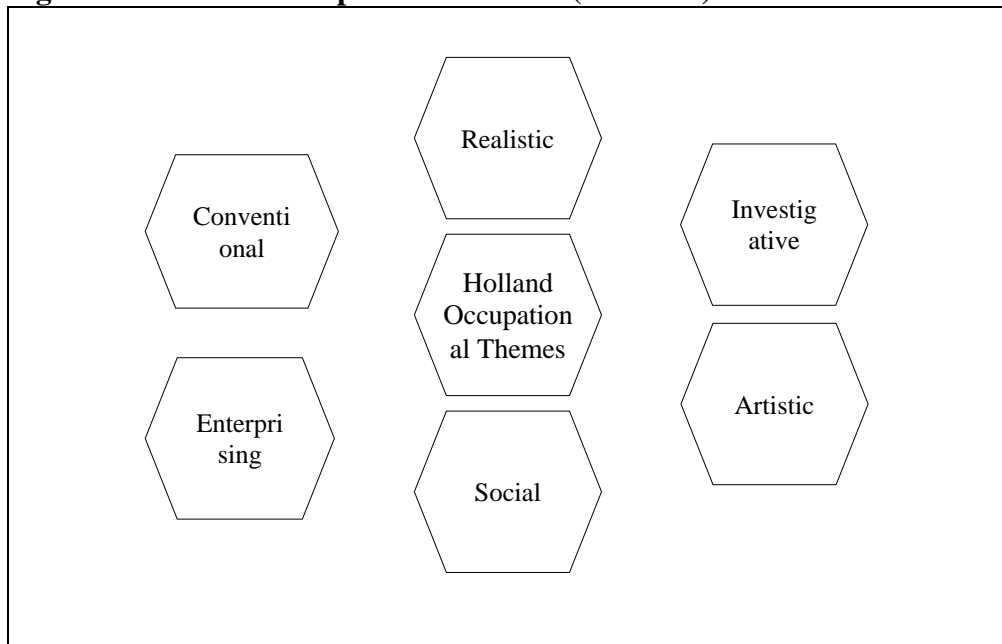

5.4　John Holland Occupational Themes

John Holland's Occupational Themes (RIASEC) and his analysing tools are broadly applied to multicultural population. Provided the cultural diversity of students, this theory is highly applicable to push forward this Project.

Holland built its hexagonal model around six themes, that are R(Realistic), I(Investigative), A(Artistic), S(Social), E(Enterprising), C(Conventional). This tool would be able to evaluate students' career preference based on their review on their personalities, abilities and skills.[4]

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[3]　Sharf, R. S. (2010). *Applying Career Development Theory to Counseling*. Brooks/Cole.
[4]　Sharf, R. S. (2010). *Applying Career Development Theory to Counseling*. Brooks/Cole.

Figure 4   Holland Occupational Themes (6 themes)

The **Holland Occupational Themes** are listed below:[5]

Types	Characteristics	Personality Tendencies
Realistic	Obedient, honest, humble, persevering, practical, courteous, steady	1. Prefer practical occupations or occasions to engage in preferred activities and tend to avoid social occupations or occasions. 2. Prefer solving problems of work or other aspects independently. Less capable of interpersonal communications. 3. Attach importance to tangible things or personal features, such as wealth, power or reputation etc.
Investigative	Analytical, cautious, critical, curious, independent, organised, modest, accurate, rational, conservative	1. Prefer research-oriented occupations or occasions to engage in preferred activities and tend to avoid enterprising occupations or occasions. 2. Prefer solving problems of work or other aspects with research abilities; always perceive oneself as scholarly and having scientific ability but lacking leadership skills. 3. Value the importance of science; possess both scientific and mathematical abilities; lack leadership skills.
Artistic	Complex, imaginative, impulsive, independent, intuitive, emotional, unorganised, disobedient, creative, expressive, impractical	1. Prefer artistic occupations or occasions to engage in preferred activities and tend to avoid typical occupations or occasions. 2. Prefer solving problems of work or other aspects with artistic abilities; always perceive oneself as expressive and creative, and having both artistic and musical ability (such as performance, writing and languages)

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[5]吳芝儀(2000)生涯探索與規劃：我的生涯手冊

		3.	Attach importance to aesthetic value and experience
Social	Cooperative, friendly, generous, helpful, kind, responsible, tactful, sociable, considerate, persuasive, idealistic, observant	1. 2.	Prefer social occupations or occasions and tend to avoid realistic occupations or occasions; solve problems at work and other aspects with social abilities Conscious of helping and understanding others; possess the ability of teaching others; value social ethical events and issues
Enterprising	Adventurous, ambitious, decisive, impulsive, optimistic, confident, hedonistic, energetic, sociable, conspicuous, prestigious	1. 2.	Prefer enterprising occupations or occasions and tend to avoid investigative occupations or occasions; solve problems at work and other aspects with enterprising abilities Self-perceived as impulsive, confident, sociable, prestigious, competent in leadership and language proficiency, while lacking scientific competence; value political and financial achievements
Conventional	Obedient, cautious, conservative, disciplined, compliant, structured, persistent, practical, efficient, lack of creativity	1. 2.	Prefer traditional occupations or occasions and tend to avoid artistic occupations or occasions; adopt conventional approach to solve problems at work or other aspects Possess the abilities to handle administrative and calculation works; value commercial and financial achievements

5.5 Hawkins' Cultural and Linguistics Factors

Hawkins' cultural theory establishes a conceptual framework consisting of five elements, including objects, behaviors, thoughts, emotional realm and motivational roots. Using this framework will facilitate a holistic understanding of cultures, religious background, expectations and influences. It also indicates that mainstream religions and beliefs will affect the mainstream cultures and values in social workplaces. [6]。

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[6] Hawkins, P. & Shohet, R. (2006) *Supervision in the Helping Professions*. (3rd Ed). Maidenhead: Open University Press.