

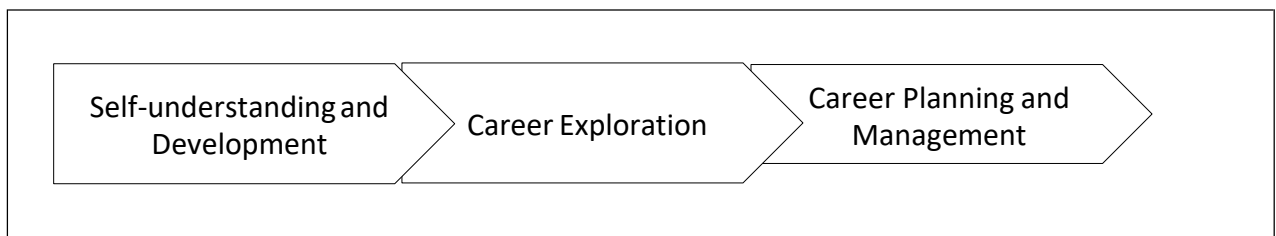
3 Employment-related Theory and Framework

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

3.1 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.

Figure 1 Three Components of Life Planning



- **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**

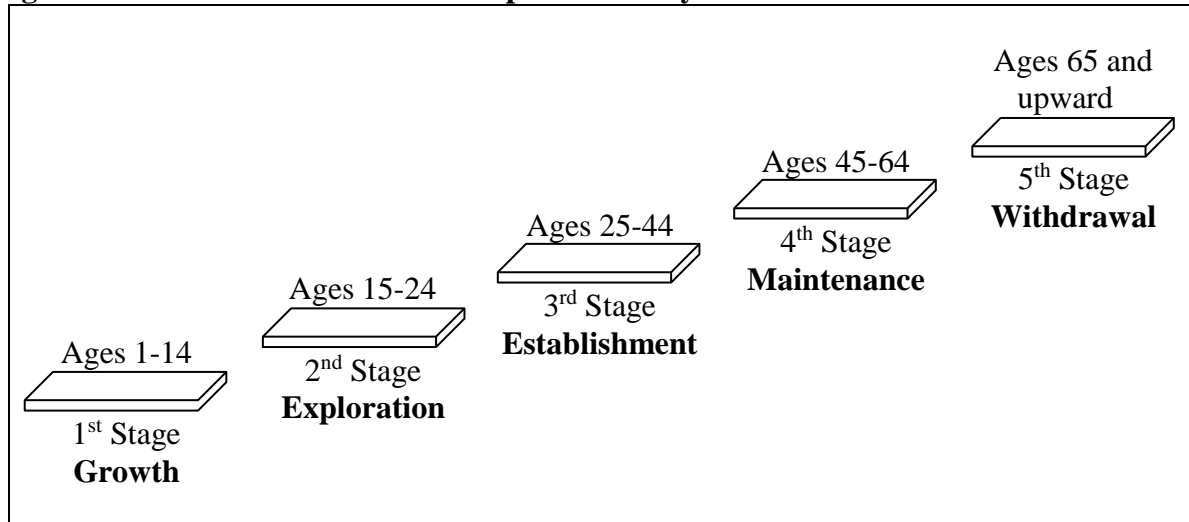
To make decisions, formulate and execute a career plan in order to cope with changes and the transition from studying to working

3.2 Life Career Rainbow Development Theory by Donald E.Super

The target groups of this programme 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 of students at the stages of growth and exploration¹, this Project serves to provide them with the opportunities to understand the meaning of work, and to achieve self-actualisation and learning through exploration.

Figure 2 Life Career Rainbow Development Theory



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)**

Adolescence 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 preference so as to make temporary career choices.

- **Establishment (Ages 25-44)**

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

¹ Sharf, R. S. (2010). *Applying Career Development Theory to Counseling*. Brooks/Cole.

² 吳芝儀 (2000) 生涯探索與規劃：我的生涯手冊

- **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.

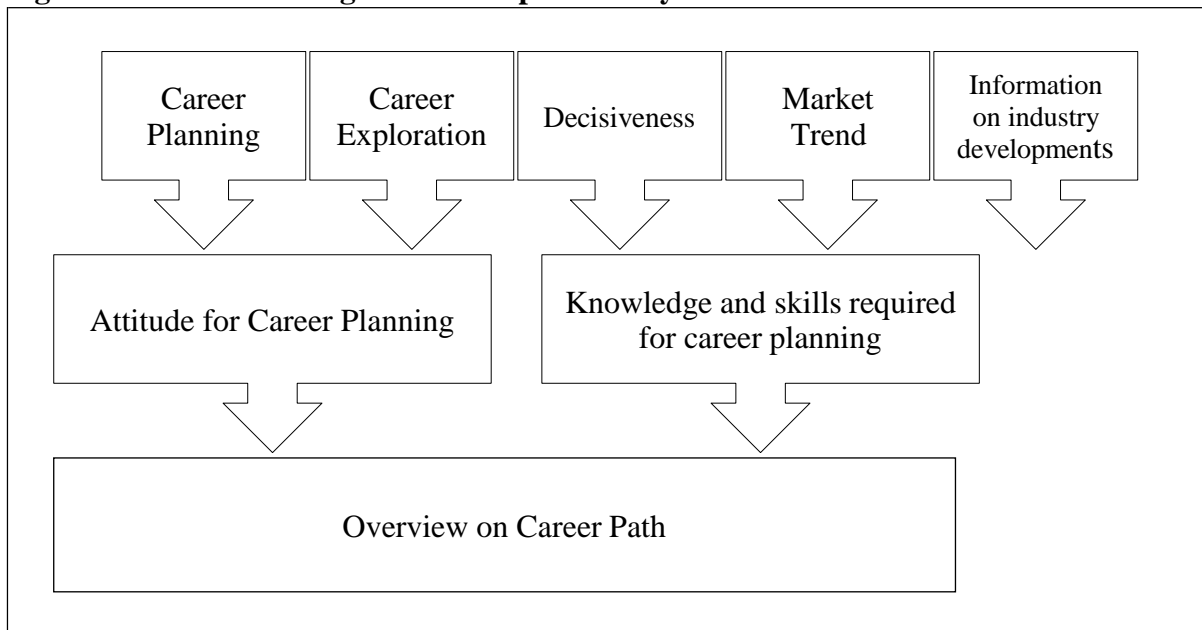
- **Withdrawal (Ages 65 and upward)**

People at this stage will experience decline in physical health. The emphasis shifts from achievement of work to satisfaction of personal needs and relaxation in retirement.

3.3 Career Planning Relationship Inventory

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 aspiration, as well as decision-making ability and understanding of industry developments and market trends, will also differ to a certain extent. With a positive attitude in career planning, the students are able to explore more career opportunities and acquire related information, and as a result, giving a clearer direction for their career path³.

Figure 3 Career Planning Relationship Inventory



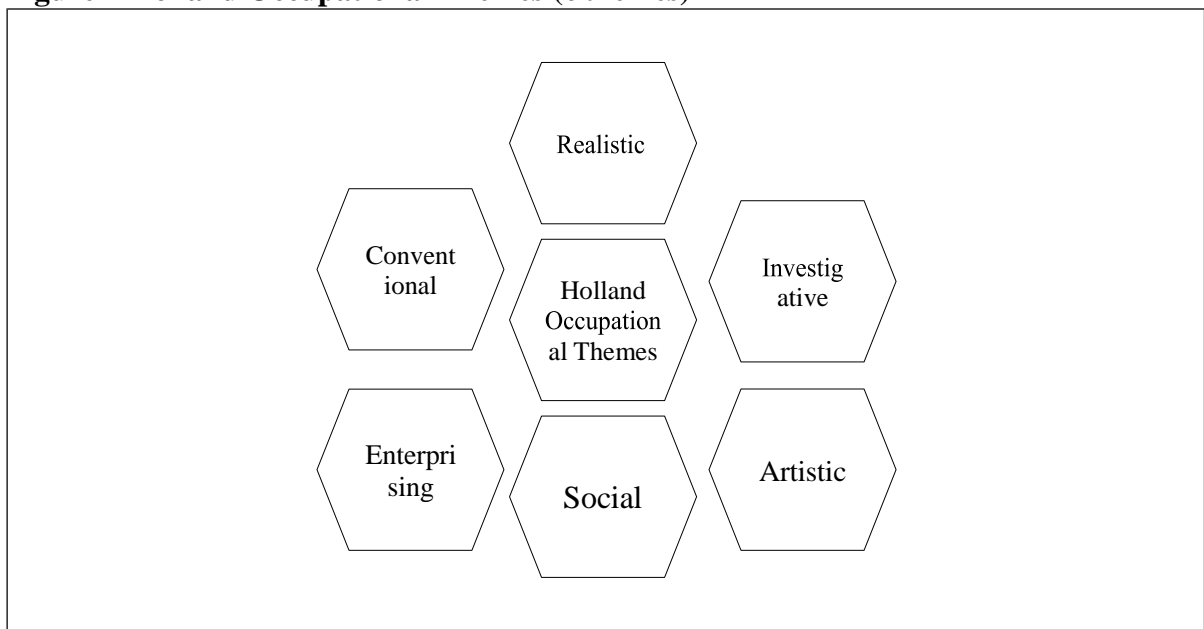
³ Sharf, R. S. (2010). *Applying Career Development Theory to Counseling*. Brooks/Cole.

3.4 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 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 self-evaluation on their personalities, abilities and skills⁴.

Figure 4 Holland Occupational Themes (6 themes)



3.5 Hawkins’ Cultural and Linguistics Factors

Hawkins’ cultural theory established a conceptual framework consisting of five elements, including objects, behaviors, thoughts, emotional realm and motivational roots. Using this framework can 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 workplaces⁵.

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

⁵ Hawkins, P. & Shohet, R. (2006). *Supervision in the Helping Professions*. (3rd Ed). Maidenhead: Open University Press.