

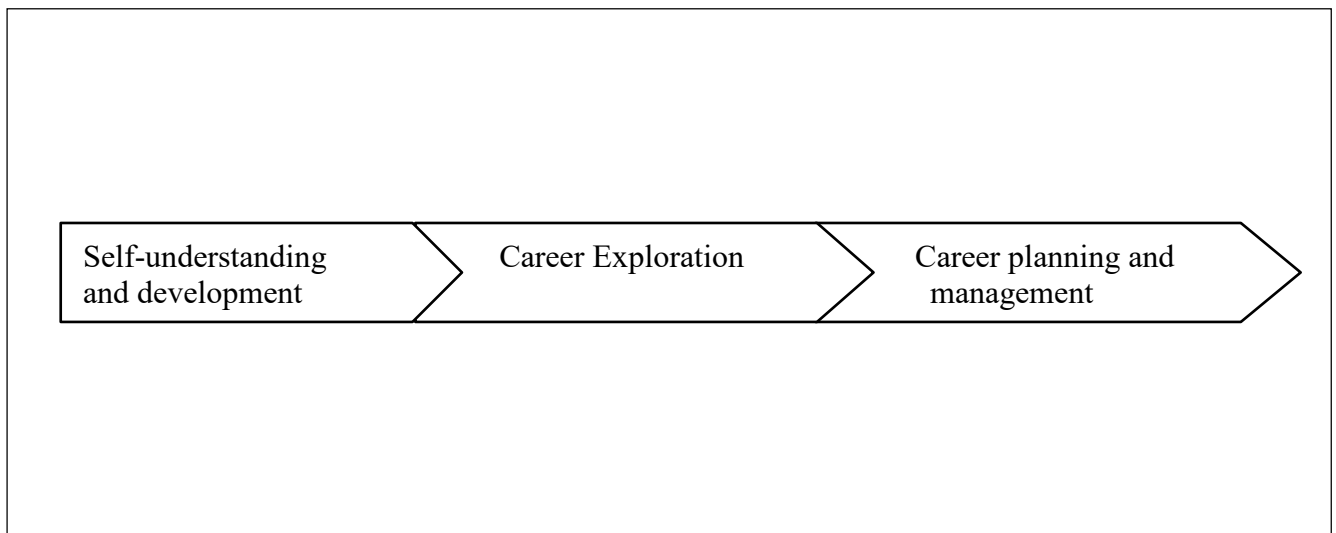
Theory 1: Three Components of Life Planning

Duration: 15 minutes

Content:

The programme 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 programme are self-understanding and development, career exploration, and career planning and management.

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

Reference Guide on Life Planning Education and Career Guidance for Secondary Schools, Career Guidance Section School Development Division, Education Bureau (May 2014). Accessible at https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

Topic 2: Career Guidance Theory

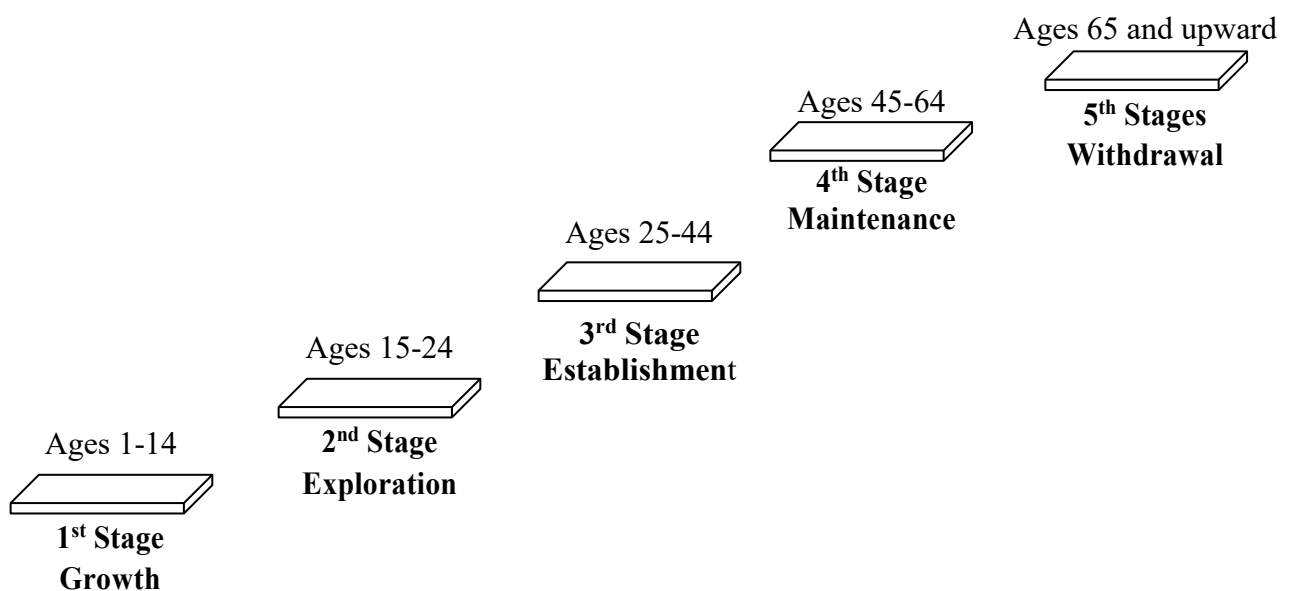
Theory 2: Life Career Rainbow Development Theory by Donald E. Super

Duration: 15 minutes

Content:

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 exploration, this programme serves to provide them the opportunities to understand the meaning of work, and to achieve self-actualisation and learning through exploration.

Fig 1 Life Career Rainbow Development Theory



- **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 down and develop their careers after repeated attempts.

- **Maintenance (Ages 45-64)**

At this stage, a person is likely to obtain 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 work to satisfaction of personal needs and relaxation in retirement.

Reference: 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

Topic 2: Career Guidance Theories

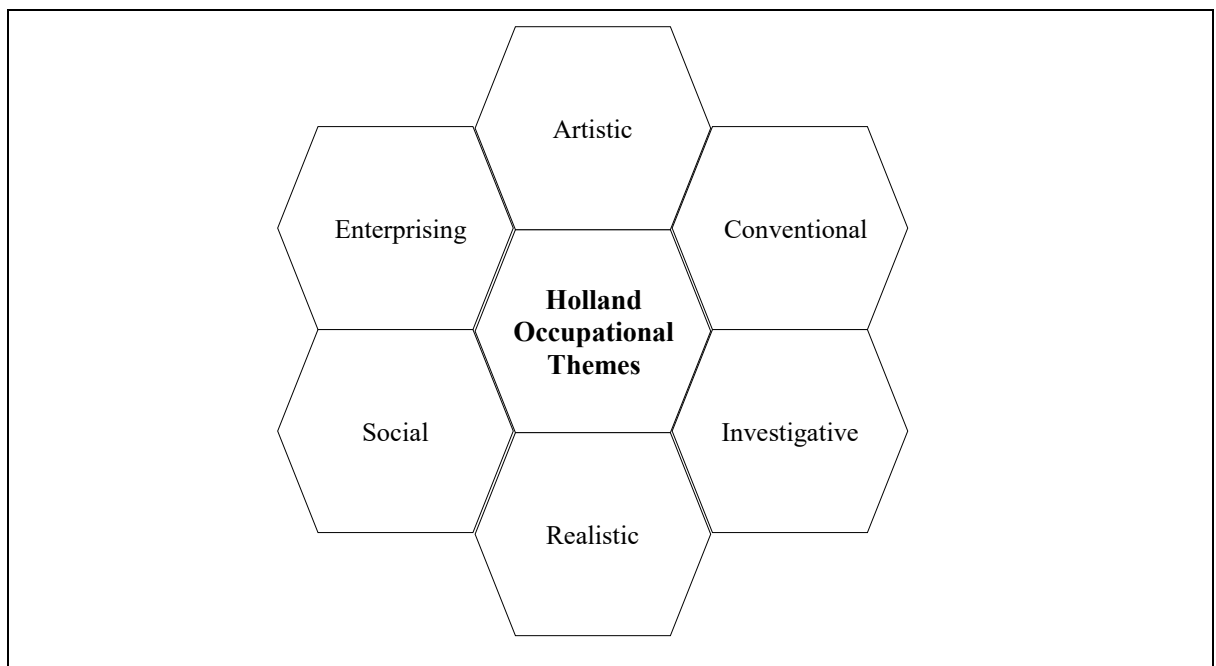
Theory 3: John Holland Occupational Themes

Duration : 15 minutes

Content:

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 apply in this programme. 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 basing on their review on their personalities, abilities and skills.

Fig 1 Holland Occupational Themes (6 themes)



The Holland Occupational Themes are listed below:

| Types | Characteristics | Personality Tendencies |
|---------------|---|--|
| Realistic | Obedient, honest, humble, persevere, practical, courteous, steady | <ol style="list-style-type: none"> 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, organized, modest, accurate, rational, conservative | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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) 3. Attach importance to aesthetic value and experience |
| Social | Cooperative, friendly, generous, helpful, kind, responsible, tactful, sociable, considerate, persuasive, idealistic, observant | <ol style="list-style-type: none"> 1. Prefer social occupations or occasions and tend to avoid realistic occupations or occasions; solve problems in work and other aspects with social abilities 2. 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 | <ol style="list-style-type: none"> 1. Prefer enterprising occupations or occasions and tend to avoid investigating occupations or occasions; solve problems in work and other aspects with enterprising abilities 2. Self-perceived as impulsive, confident, sociable, prestigious, competent in leadership and language proficiency, while lacking scientific competence; value political and financial achievement |

| | | |
|--------------|---|---|
| Conventional | Obedient, careful, conservative, disciplined, compliant, structured, persistent, practical, efficient, lack of creativity | <ol style="list-style-type: none"> 1. Prefer typical occupations or occasions and tend to avoid artistic occupations or occasions; adopt conventional approach to solve problems in work or other aspects 2. Possess the abilities to handle administrative and calculation works; value commercial and financial achievements/ |
|--------------|---|---|

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

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