

支援多元學習需要

學生-生涯規劃

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職道生涯規劃輔導協會

Career Plan Association

www.careerplan.hk

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生涯規劃的考慮

- 生涯規劃的輔導需要
- 未來的變數太多，生涯無法規劃？
- 或許有人從來沒規劃過生涯，也都活得好好的
- 新入職者已無法跟隨固有的職業模式
- SEN生可以有生涯規劃？
- 協助SEN(SpLD, ASD...)有何不同？
- 如何理解SEN

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規劃人生，實踐理想

- 理想工作及生活
- 甚麼是事業發展計劃？
- 事業發展計劃有何重要？
  - 了解個人能力與特質
  - 發展事業志向與人生目標
  - 促進自我實現
  - 提升工作與生活動機
- 如何計劃未來事業發展方向？

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人的基本需要 (Maslow)

4

Career and Life Planning

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生涯規劃 - 基礎理念 (1)

“職涯發展由了解自己及建立自我觀開始”

Identity

Self Understanding

Career and life planning starts with understanding self and developing identity

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### 作出明智的職業選擇

(Frank Parsons, 1909)



職業生涯規劃輔導協會  
CAREER PLAN ASSOCIATION

自我了解

認識工作世界

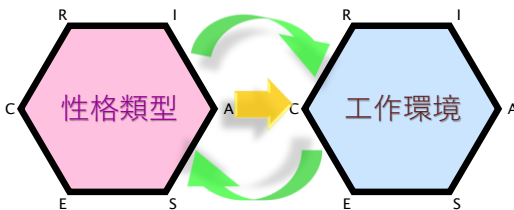
清楚了解個人的性向、能力、興趣、抱負、擁有的資源、知識及經驗

尋找兩者的匹配與關係

認識工作對個人的要求、成功條件、薪酬與福利、入行的優勢與弱勢、未來發展的優勢與弱勢及可持續發展的機會

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### 性格類型與工作環境的關係



- 我們傾向尋找能發揮個人技巧與能力、能表現個人特質、態度與價值觀的工作環境
- 個人行為受着性格與環境的互動影響

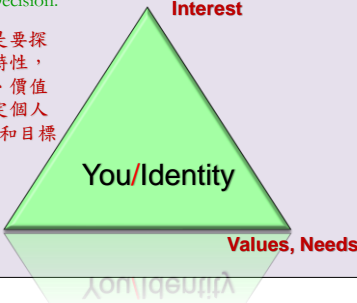
Holland, 1997

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### 生涯規劃 - 基礎理念 (2)

- “The beginning point of a decision-making process is Exploration, not Decision.”

生涯規劃的起點是要探索 and 了解個人的特性，包括需要、興趣、價值觀和技能，以確定個人的事業/生涯方向和目標



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### 了解學生生涯故事 Narrative Practice, we are interested to know...

- 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?

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### 了解學生生涯故事

- 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

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### 了解學生生涯故事

- 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.

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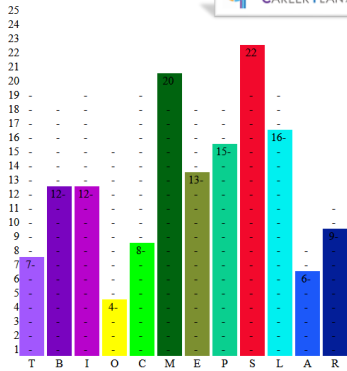
了解學生生涯故事

- 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

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職業性向評估報告



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香港輔導教師協會出版及創作的生涯輔導課程



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探索對工作的價值觀

6C: 擇業交叉問\*

你將會獲發一疊職卡，請把所有卡分為『會選擇』、『不會選擇』及『有點猶豫』三大類。分好後，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，列出你不選擇該職業的具體原因，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，請把觀念轉化為具體原因，如『沒有興趣』或『沒有相關能力』加以說明，並列出沒有該方面的興趣或能力。

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』。

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探索對工作的價值觀

暫停一思一再出發

比較你在本書裡各站內曾選擇及不選擇的各職業的原因，並找出一批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低優先的』。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。

按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：\_\_\_\_\_

對於以上的職業選擇，你有甚麼期望或期望可以得到滿足？（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』）

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對職業發展選擇的喜好

點算一下你選擇的職業卡左下方展示的两个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
<input checked="" type="checkbox"/> R	Realistic 現實型	次
<input checked="" type="checkbox"/> I	Investigative 探究型	次
<input checked="" type="checkbox"/> A	Artistic 藝術型	次
<input checked="" type="checkbox"/> S	Social 社會型	次
<input checked="" type="checkbox"/> E	Enterprising 企業型	次
<input checked="" type="checkbox"/> C	Conventional 傳統型	次

最常出現的两个職業代號順序為：\_\_\_\_\_及\_\_\_\_\_

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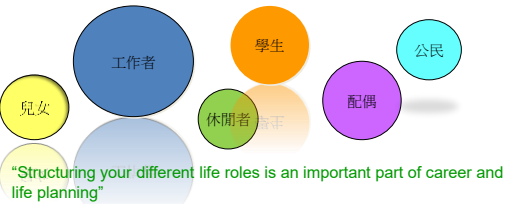
## 對職業發展選擇的喜好

[illegible]

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## 生涯規劃 – 基礎理念 (3)

- 生涯規劃包括探討你的不同生命角色，這些角色之間的關係/相互動力，角色的重要性，和他們與你的生命意義與目的的相關。



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### 生涯發展階段 (Super, 1990)

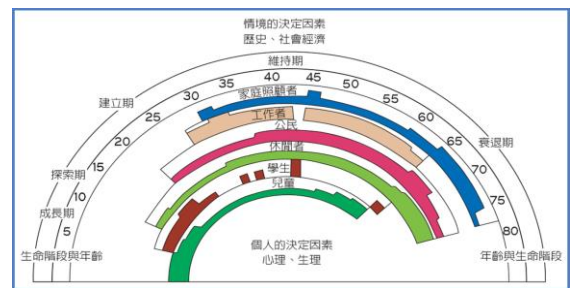
- Stage 1: 成長期 (4-13歳)
- Stage 2: 探索期 (14-24歳)



- Stage 3: 建立期 (25-44歲)
- Stage 4: 維持期 (45-59歲)
- Stage 5: 衰退期 (60歲以上)

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### 生涯彩虹圖 (Super 1980)



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在日常生活中充實地活出不同角色

- 工作者的角色只是生涯的一部分
- 生涯規劃的向度－工作、家庭、個人、成長、健康…
- 想一想，在每一個角色中：
  - － 你想發揮甚麼特質（別人曾如何形容你）？
  - － 有何貢獻？有何結果？
- 一個角色活得精彩和充實，其積極性是可延續到其他角色的
- 決定甚麼事情是很重要的和不重要，學習排列生命的次序

"We must learn to distinguish between what is **"merely important"** and what is **"widely important."** A "widely important goal" carries serious consequences. Failure to achieve these goals renders all other achievements inconsequential"

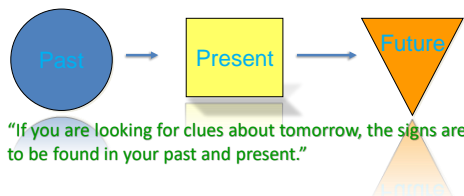
*The Eighth Habit, Steven Covey, 2004*

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## 生涯規劃 - 基礎理念 (4)

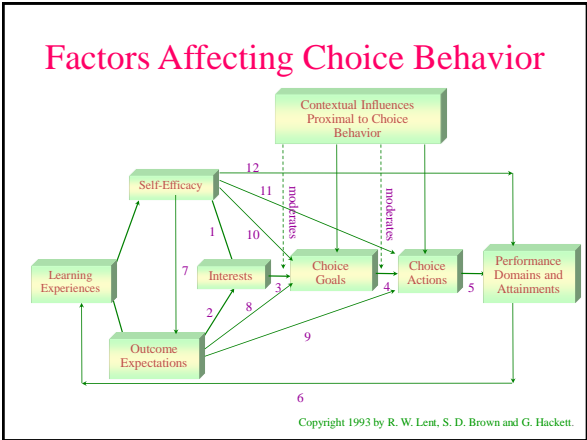
生涯規劃不只是看明天，也要看昨天和今天

- 要有勇氣面對昨天，超越成長障礙，並從以往不同的經驗中找尋“我是誰？”
- 要積極地生活於今天，擴闊對自己的了解和視野。
- 了解昨天和今天的我，我該如何小心走明天的路？

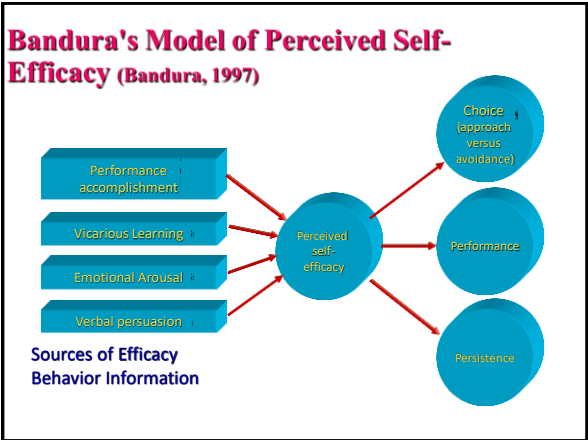


"If you are looking for clues about tomorrow, the signs are to be found in your past and present."

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### Goals for Career Counselling

- People need to expand their capabilities and interests, and not base decisions on existing characteristics only.
- People need to prepare for changing work tasks, and not assume that occupations will remain stable.
- People need to be empowered to take action, not merely given a diagnosis.

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### 生涯規劃的基礎信念 (5)

興趣、目標及能力是一種自我建構，是需要培育和持續地發展出來的。

興趣 目標 能力

"Interests, Goals & Competence are self-constructed. They can be nurtured and continuously developed"

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### 學習理論

#### Operant Conditioning (Skinner, 1953)

Positive Reinforcement

Negative Reinforcement

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### Learning Helplessness

Exhibit symptoms similar to chronic clinical depression

- Become passive
- Noticeable loss of interest to learn
- Persistent anxious
- Feelings of worthlessness
- Feelings of hopelessness
- Deep feeling of sadness

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## Cognitive Approaches

- Cognitive life and emotional life are **inseparable**
- Offering maximal **corrective feedback**
- To identify, challenge and **change thinking patterns**
- **Human emotion** is the direct result of what people think, tell oneself, assume or believe
- People have the **capacity to change** their cognitive, emotive, and behavioural processes: choose to react differently from their usual patterns

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## Expectancy effect / Self-fulfilling prophecy

Through verbal persuasion, teacher established particular expectations towards the students



Such expectancy passes some hidden messages to the students



Students' behaviour will be induced by this expectancy

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## Attributional Patterns

How did you attribute your client's success and failure?



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## 3 Perspectives in Attribution



Internal	External
Controllable	Uncontrollable
Stable	Unstable

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## Attribution Pattern

- **High Confidence**
  - Individuals with high levels of confidence about their possibilities for doing well tend to attribute success to their own ability and effort and failure to their own lack of effort.
- **Low Confidence**
  - Individuals who go into a task with low levels of confidence tend to attribute success to luck or the ease of the task and failure to lack of ability. Success is attributed to factors outside of the self and failure is attributed to the internal, stable factor.

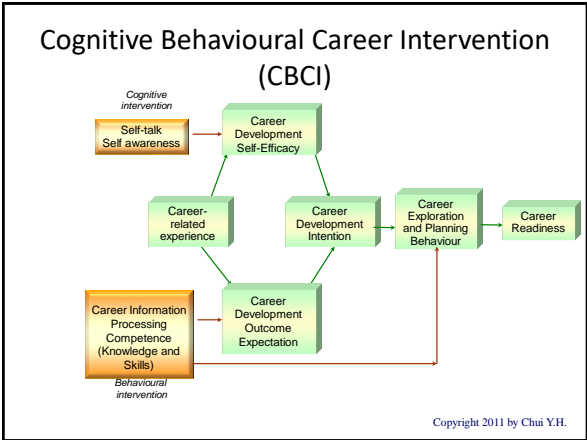
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## Efficacy Principles

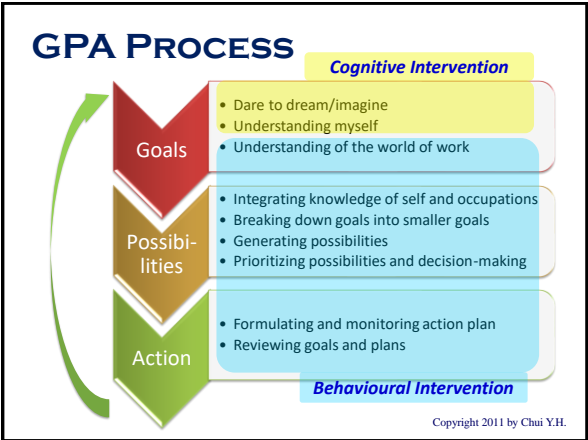
- Explanations for failure control one's capacity to work effectively in the future. And how effectively one works controls his/her development.
- Teach your students to think about success and failure in a manner that keeps them **feeling in control** and encourages continued effort. Encourage them to attribute their **successes to ability and effort** and their **failures to ineffective effort**.

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### Exploring Further ...

Two cards are shown: '如果我能得到合理回報我會選擇' (I will consider these occupations if the return is reasonable) and '如果我有能力我會選擇' (I will consider these occupations if I am competent). Below them, text asks to re-classify 'would not choose' and 'a bit doubtful' careers.

把“不會選擇”和“有點猶疑”的職業，再次分類...

Please re-choose.....

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### Identifying Beliefs

A form titled 'Identifying Beliefs' with sections for '幫助達成目標的' (Helping to achieve goals) and '阻礙達成目標的' (Obstacles to achieving goals). It includes a table for '能改善的能力' (Able to improve abilities) and '不能改善的能力' (Unable to improve abilities), and a section for '改善行動方案' (Improvement action plan).

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### Exploring Further ...

Two cards are shown: '如果我有能力我會選擇' (I will consider these occupations if I am competent) and '如果我能得到合理回報我會選擇' (I will consider these occupations if the return is reasonable). Below them, a list of four points is provided.

- Self-efficacy**
  - "Can I do this?"
  - How people view their abilities, which affect their development of career interests
- Outcome expectations**
  - "What will happen?"
  - Physical / social / self-evaluative
- Goals**
  - "How much and how well do I want to do this?"
  - relate with interests, translate into actions
- Barriers and supports** (e.g. gender role expectations, role models in specific occupations, etc.)

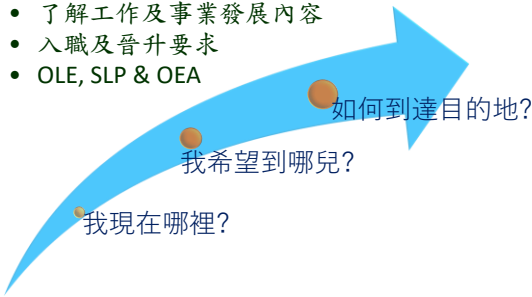
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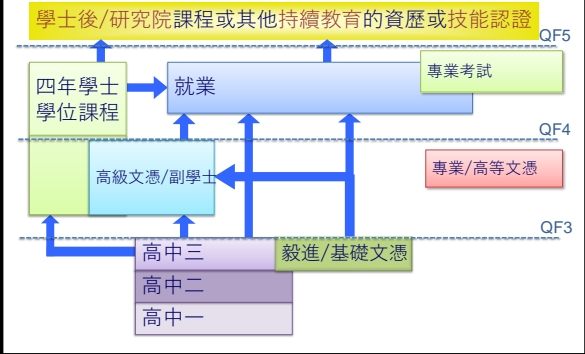
### 生涯/事業發展進程

- 了解工作及事業發展內容
- 入職及晉升要求
- OLE, SLP & OEA



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### 多元化出路與發展



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### 專業發展途徑

- 大學學位
- 副學位+銜接學歷
- 專業考試
- 技能考試
- 學士後課程

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### 生涯規劃過程

- 找出個人目標
- 認清目標的可能性
- 建立次目標及階段性目標
- 評估對目標的承擔
- 訂定行動計劃

My Future CV 2028



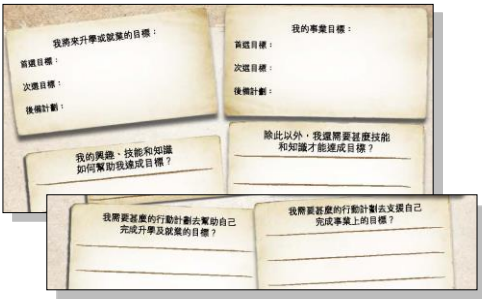
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### 升學與專業發展的考慮

- 零存整富
- 一專多能
- 二手準備
- 三心一意
- 四通八達
- 五年計劃

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### Action Planning



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### Individual Learning Plan

Central Community College - 10 Social Science Building

Goal(s):

- 1. Understand personal barriers to decision making.
- 2. Identify self-knowledge and occupational knowledge.
- 3. Increase decision-making skills.

Goal	Priority	Activity	Purpose/Outcome
1, 2, 3	1	Individual Counseling	Identify issues and obtain information
1	2	Module EPF and EPD and cognitive exercise	Explore self-talk
1	3	Monitor thoughts related to area of concern	Monitor self-talk
3	4	Module EPF	Identify decision-making knowledge
2	5	Occupational Module	Self-knowledge and general options
2	6	SDS/SCV	
2	7	Written Summary of Self-Knowledge	
2	8	Career Key Module OKP	Identify resources & obtain acc. info.
2	9	CHOICES	Narrow options
2	10	Video Postcard presentation materials and shooting	
2	11	Paint Materials	

Done: Wendy Williams Wendy Williams 8/12/20  
Date: \_\_\_\_\_

SOURCE: From Career Development and Services: A Cognitive Approach, by G. Peterson, J. Sampson, and R. Raudenbush, p. 231. Copyright 1993 by Brooks/Cole Publishing Company, a division of International Thomson Publishing, Inc.

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### 生涯指紋

Beliefs 信念  
Interests 興趣  
Goals 目標  
Values 價值觀  
Personalities 性格  
Work Styles 工作風格  
Abilities 能力  
Competence 技能  
Foundations 基礎  
Assets 資產

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### 工作技能

#### 主動學習

- 積極參與課堂活動
- 為課堂學習作好準備
- 積極參與課堂活動

### 技能卡

#### 積極聆聽

- 積極聆聽老師的講解
- 積極參與課堂活動

### 工作風格

#### 判斷與決策能力

- 能進行判斷與決策
- 能進行判斷與決策
- 能進行判斷與決策

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### O\*NET classification of work styles within 6 global construct

Global Constructs	Work Styles
Achievement Orientation	Achievement/Effort, Persistence, Initiative
Social Influence	Leadership
Interpersonal Orientation	Cooperation, Concern for Others, Social Orientation
Adjustment	Self-Control, Stress Tolerance, Adaptability/Flexibility
Conscientiousness	Dependability, Attention to Detail, Integrity, Independence
Practical Intelligence	Innovation, Analytical Thinking

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### 工作風格 Working Styles

Drive  
Interpersonal Orientation  
Adjustment  
Problem Solving  
Responsibility

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### 工作技能 Work Skills

Learning and Thinking Skills  
Management Skills  
Social Skills  
Technical Skills

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Role of social worker / teacher as Career Facilitator  
工作人員在輔導學生職涯規劃上的角色

Starting from the student, providing **facilitation** and **support**.以學生的角度出發，提供引導及支持。

Exploration focusing on **Life Style, Career Choice, and Personal Growth**.引導學生針對生活型態、擇業及個人成長之需要進行探索及思考。

Helping to have **well-informed , rational and comprehensive** decision-making.協助學生作出較理性、全面的考慮，作知情的決定。

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如何激勵學生 (Empowerment)

反思問題:

當激勵學生時，你會如何看待以下兩種說法？

- “永不放棄”
- “懂得放手”



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規劃人生的秘訣SUCCESS

- Self-acceptance自我接納
- Understanding自我瞭解
- Courage 要有勇氣面對各樣挑戰
- Chance做好充分準備，把握機會
- Efficacy建立自我效能感
- Self-confidence 加強自信心
- Self-direction自我導向

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