

THEMATIC SEMINARS FOR SECONDARY SCHOOL TEACHERS ON CAREER GUIDANCE SERVICES FOR STUDENTS WITH DIVERSIFIED NEEDS – NON-CHINESE SPEAKING STUDENTS

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CAREER DEVELOPMENT & PLANNING


What are the major concerns or problems in your work setting?

What is career development & planning?

Why is it important?

- Understand personal competence and attributes
- Develop career orientation and life goal
- Facilitate self-actualization
- Enhance motivation on work/study

How to develop career orientation and what is career facilitation?



CAREER DEVELOPMENT AND PLANNING ACTIVITY

Take some moments to jot down a list of your daydream occupations since childhood (most recent ones in LINE 1)


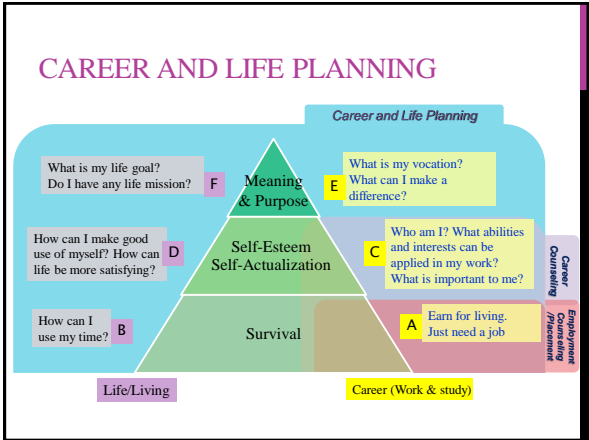
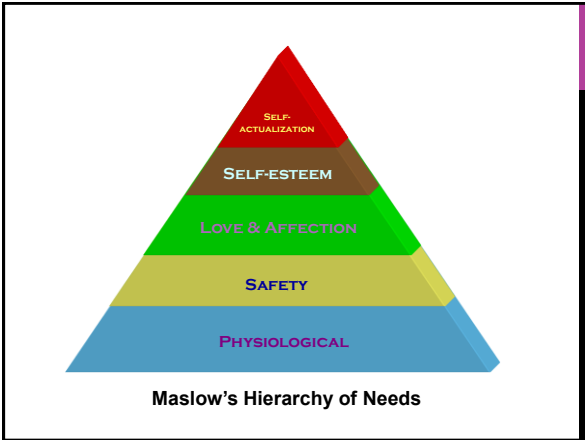
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

RECALL ... REVIEW ... REFLECT

What factors affect your decisions to follow or drop any of these day-dream occupations?

How did you feel at that time?

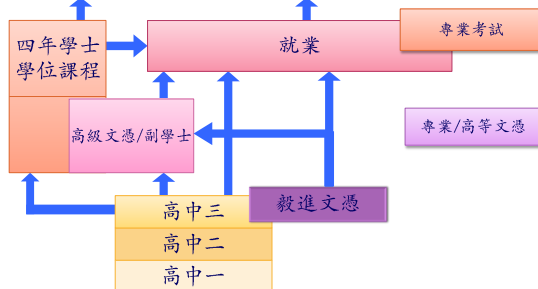
How do you feel and what do you think NOW as you reflect and review.....

本地招生的課程及職業培訓

多元化出路與發展

學士後/研究院課程或其他持續教育的資歷或技能認證



高級文憑/副學士

性質：青年職前培訓及持續教育課程

一般入學要求：中學文憑試5科2級(包括中英文) 或同等學歷

培訓期：一般為兩年全日制

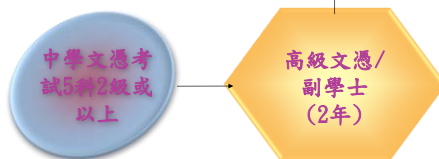
課程內容：人文學科、社會科學、商學、資訊科技、工商管理、科學、語言、設計等

費用：一般約4至6萬多

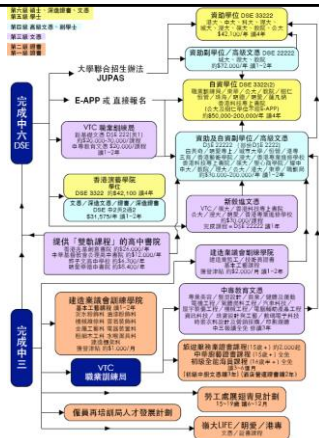
殺進文憑、基礎教育文憑、副學士基礎課程

社區學院

銜接學士學位課程

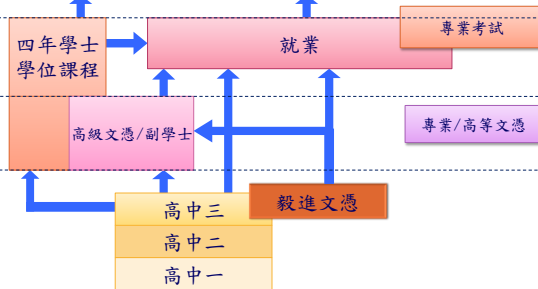


本地升學途徑



職業資訊與多元化出路

學士後/研究院課程或其他持續教育的資歷或技能認證



少數族裔青年的就業困難

- 職業定性
- 培訓途徑
- 求職技巧
- 種族歧視
- 工作適應
- 語言障礙
- 外形樣貌

協助少數族裔青年就業的要點

- 首先聯絡有良好合作關係的僱主
- 說服少數族裔青少年先從事入職要求較簡單的工作
- 透過網絡轉介就業機會
- 認識不同族裔群體的特性，如日常生活和宗教信仰等
- 提供翻譯服務和篩選合適的就業資訊
- 簡介本地的僱傭條例去保障他們的權益，並提醒透過職業介紹所轉介工作時要注意的收費細則

VTC offers vocational education and training programmes to eligible persons irrespective of their ethnic origin. Students who meet the basic entry requirements may apply for admission to courses offered by members of the VTC group. In addition to mainstream courses, ethnic minority students may also join the following specially designed vocational education and training programmes offered by VTC and Youth College.

Please see below for information on courses tailored for the ethnic minorities.

- Post-secondary 3 / 6 Level Programmes
- Courses under Ethnic Minority Project
- In-service Training Courses
- Basic Vocational Chinese Programme
- Certificate Courses in Hospitality Service

<http://www.vtc.edu.hk/studyat/en/social-programmes/vocationaleducation-training-for-non-chinese-speaking-students/>

Placement-tied and non-placement-tied courses are offered. These courses aim at providing training and employment services to assist the special service targets, including new arrivals, persons with disabilities and persons recovered from work injuries, ethnic minorities, rehabilitated ex-convicts and ex-offenders, to integrate into the society and achieve self-reliance. Dedicated courses for the special service targets cover training in vocational skills, generic skills and career planning.

Training Courses for Ethnic Minorities

The Employees Retraining Board is dedicated to assist eligible employees in Hong Kong of non-Chinese origin, in particular the ethnic minorities, to broaden their opportunities through the provision of suitable training and employment services. These dedicated services assist them to integrate into the society and strive for the well-being of themselves and their families.

The existing and planned measures of the ERB on the promotion of equality for the ethnic minorities in different languages are listed as below:

- English
- Indonesian - Bahasa Indonesia
- Hindi - हिन्दी
- Nepali - नेपाल
- Filipino - Tagalog
- Thai - ไทย
- Urdu - اُردو

https://www.erb.org/training_courses/erb_courses/course_categories/courses_special_service/en/

Chinese Qualification Recognition for NCS Students as Minimum requirement

	GCE (AL/ASL)	GCE (OL)	GCSE/IGCSE
City U	Grade E or above	---	Grade C or above
HKBU	Grade E or above	Grade C or above	Grade C or above
LU	---	Grade C or above	Grade C or above
CUHK	Grade E or above	Grade E	Grade E or above
HKIEd	Grade E or above	---	Grade C or above
Poly U	Grade E or above	Grade C or above	Grade C or above
HKUST	Grade E or above	Grade E or above	Grade E or above
HKU	Grade E or above	Grade E or above	Grade E or above

Level 類別	Apl(C) I (QF Level 1) 應用學習中文 (非華語學生適用) 一	Apl(C) II (QF Level 2) 應用學習中文 (非華語學生適用) 二	Apl(C) III (QF Level 3) 應用學習中文 (非華語學生適用) 三
Oral Communication (Cantonese) 口語溝通 (粵語)	1) QF Level 3 Certificate 資歷架構第三級證書		Certificate 證書
Reading 閱讀	2) HKDSE (Attained/Attained with Distinction) 香港中學文憑(達標/達標並表現優異)		Certificate 證書
Writing 寫作	QF Level 1 Certificate 資歷架構第一級證書	QF Level 2 Certificate 資歷架構第二級證書	Certificate 證書

生涯規劃 教育局

升學資訊 職業資訊 學校專區 學生專區 家長專區

主頁 > 升學資訊 > 本地 > 非本地升學

各國升學須知

澳洲 奧地利 加拿大 中國
新西蘭 英國 美國

https://careerguidance.edb.hkedcity.net/edb/opencms/lifeplanning/further-studies/non-local/non-local-further-studies/?_locale=zh_HK

Education Bureau
The Government of the Hong Kong Special Administrative Region

GovHK 香港政府一站通

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Applied Learning Chinese (for non-Chinese speaking students)

Curriculum Documents

- 2014-10 Applied Learning Chinese (for non-Chinese speaking students) Framework (Provisional Final Draft)

Course Information

- 2015-17 Cohort
- 2016-18 Cohort

Recognition and Articulation

Publications

- Applied Learning Chinese (for non-Chinese speaking students) Information Leaflet

<http://www.edb.gov.hk/en/curriculum-development/cross-kla-studies/applied-learning/applied-learning-chinese/index.html>

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

CAREER AND LIFE PLANNING - BASIC BELIEF #1

• 人生發展的起點是要探索和了解個人的特質，包括需要、興趣、價值觀和技能，以確定個人的生涯方向和目標。

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

Making a wise choice of vocation

(Frank Parsons, 1909)

clear understanding of your aptitudes, abilities, interests, ambitions, resources, limitations and knowledge of their cause

knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work

DEVELOPMENTAL TASKS IN CAREER CONSTRUCTION (SUPER, 1990)

Stage 1: Growth (Age 4-13)

Stage 2: Exploration (Age 14-24)

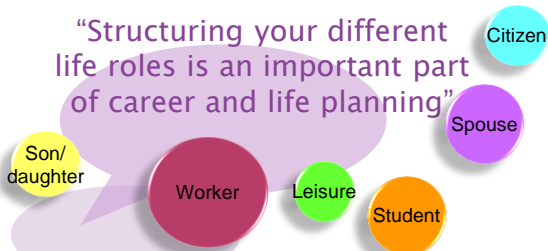
Stage 3: Establishment (Age 25-44)

Stage 4: Maintenance or Management (Age 45-59)

Stage 5: Disengagement (Age 60-)

CAREER AND LIFE PLANNING - BASIC BELIEF #2

“Structuring your different life roles is an important part of career and life planning”



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相關。

在日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

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

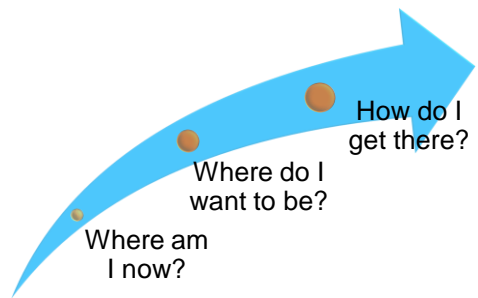
CAREER AND LIFE PLANNING - BASIC BELIEF #3

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



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？

CAREER DEVELOPMENT PROCESS



CAREER AND LIFE PLANNING BASIC BELIEF #4

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



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

Exploring Further ...



把“不會選擇”和“有點猶疑”的職業，再次分類...

Please re-choose.....

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這學科？
個人 (外在的)	機會：社會上有甚麼機會可助你投入學習這學科？	障礙：社會上有甚麼障礙可能阻礙你學習這學科？

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 _____

如果我有能力我會選擇

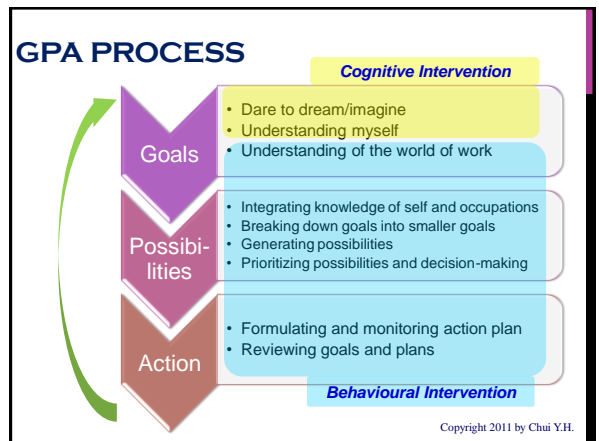
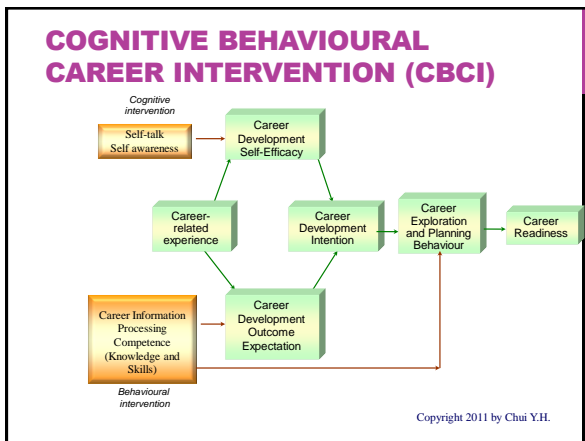
I will consider these occupations if I am competent

如果能得到合理回報我會選擇

I will consider these occupations if the return is reasonable

Exploring Further ...

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



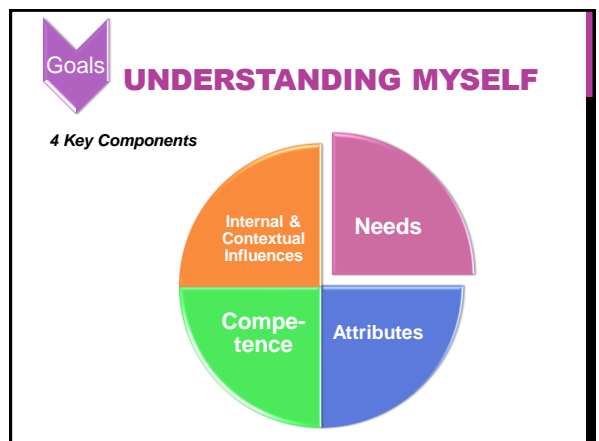
Goals DARE TO DREAM / IMAGINE

Dreaming of possible self could bring career consciousness and thus clients would be able to link up cognition and motivation (Markus and Nurius, 1986)

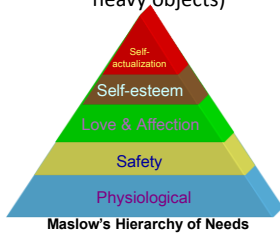
the possible selves function as incentives for future behaviour and provide an evaluative and interpretive context for the current view of self (Gysbers, Heppner and Johnston, 2003)

Objectives:

1. Motivate clients to make some changes to achieve what they wanted to be in the future
2. Facilitate clients on self-understanding and clarification about their wants, needs and values



- **Needs** – factors people seek in their job (e.g. opportunities for travel) or seek to avoid (e.g. lifting heavy objects)



Attributes

- **Values**
 - *motivators and basis for work*
- **Ambitions**
 - Meaning of work, future expectations
- **Interests**
 - activities /job that people enjoy (behavior)
- **Employment Preference**
 - Expected working environment, salary, benefit, job nature
- **Personality**

Competence

- **Aptitudes**
- **Abilities and limitations**
 - Practical skills
 - Generic skills
 - Transferable skills
- **Resources**
 - Network, psychological support

Internal and Contextual Influences

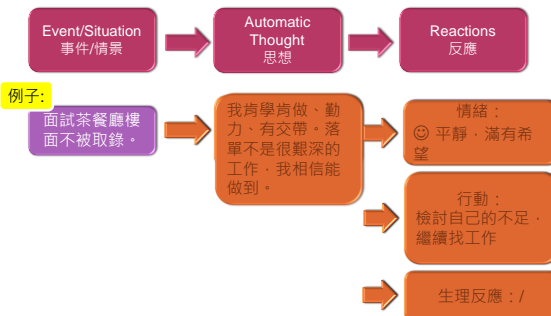
- Automatic thoughts, beliefs
- Impact of significant others and environment

Cognitive Restructuring

elimination of distorted or invalid inferences

- Eliminate dysfunctional thoughts
- change of client's belief systems or thinking pattern

COGNITIVE MODEL – CLIENT VERSION



Source: Beck, J. 1995

ASSESS & CORRECT COGNITIVE DISTORTIONS

- **Misinformation**
- **Lack of Specificity / Overgeneralization**
- **Assumed Impossibility / Inevitability**
- **Cause-and-Effect Errors**
- **Sabotaged Communication**
- **Feeling of "Should" / Coercive thoughts**
- **Polarized Thinking / Filtering Hearing / Tunnel vision**
- **Low Self-esteem Resulting from Unachievable Standards**
- **Blaming / Victimized**



思想亂碼

心理學家 Aaron Beck 提出 12 種常見的思想謬誤，可作參考並用以提醒自己，
 你有以下 12 個想法嗎？

你會時常有以下的想法嗎？	經常有	間中有	好少有
1 非黑即白 • 極端化、兩極化思考			
2 災難化 / 預測未來 • 負面地預測未來而忽視其他可能的結果			
3 否定正面訊息 • 否定正面的經歷、能力、發揮的空間			
4 感性推論 • 口是「非黑即白」			

我想·做？

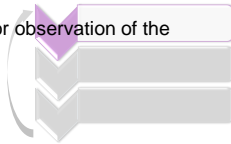
事件/情景	即時想法	建設性/ 破壞性	反應： 行動、情緒、生理 反應	你希望發生這 結果嗎？

Goals

UNDERSTANDING OCCUPATIONS

Acquisition of occupational knowledge

- Requirements and conditions of work
- Opportunities, threats and prospects in different lines of work
- knowledge of individual occupations and possession of a schema for how the world of work is organized
- Including direct experience or observation of the experience of others



GATHERING OCCUPATIONAL INFORMATION

- 👤 Sources of information on occupations
- 👤 Helping the client gather information
- 👤 Evaluating the information
- 👤 Limitations of gathering occupational information

Possibilities

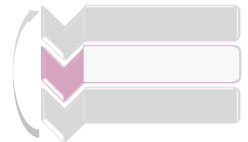
INTEGRATING KNOWLEDGE OF SELF AND OCCUPATIONS

- Individuals become aware that a gap exists between an existing (where I am) and a desired (where I want to be) state of affairs
- Recurring process of clarifying existing knowledge or obtaining new information
- identify job targets and potential employers that match their important values
- Identify specific positions that are likely to satisfy their values
- Identify types of jobs or specific positions where he or she will have the opportunity to competently complete specific work talks assigned to a particular position

Practitioners can encourage clients:

- to consider their typical approach to making important decisions
- to understand how their positive and negative thoughts influence employment problem solving and decision making

Self-assessment activities and information resources may help clients further clarify what they know about themselves and their options





BREAKING DOWN GOALS INTO SMALL GOALS

How to equip themselves to achieve the career goal (SMART)

- **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**esult-oriented
 - **T**ime-specific
- Identifying client goals
 - Determining the feasibility of goals
 - Establishing sub-goals
 - Assessing commitment to goals
 - Learning to set goals

我的未來履歷表 2020 MY FUTURE RESUME 2020

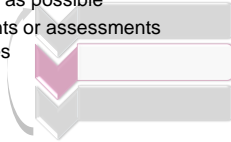


GENERATING POSSIBILITIES

Expand and narrow the options they are considering

1. Elaboration:

- Divergent thinking that frees the mind to create as many potential solutions as possible
- By the help of measurements or assessments and/or personal experiences



To elaborate options:

- To generate a list of potential employers and positions they have considered in the past (e.g. occupational daydreams), or positions they have actually applied for
- Use an information resource to generate options (e.g. internet directories)

2. Crystallization:

- Convergent thinking that reduces a list of possibilities by eliminating options from consideration that are incongruent with values, interests, skills, and employment references of the individual
- After crystallization, clients should have narrowed their options to a manageable number of choices



PRIORITIZING POSSIBILITIES & DECISION-MAKING

- *Choosing an Occupation, Program of Study, or Job*
- Evaluate the costs and benefits of each possibility to themselves and also their significant others
- Prioritizing the possibilities to optimize costs and benefits in relation to the needs of all concerned
- Subsequent preparation, reality-testing, or employment seeking may reveal a choice that is unavailable or inappropriate

Action

FORMULATING AND MONITORING ACTION PLAN

Implementing goals

Clients establish and commit to a plan of action for implementing their first choice

The plan may include:

- Selecting a preparation program, e.g. study, financial aid, formal training experience, etc.
- Reality-testing, e.g. working full-time, part-time, or as a volunteer
- Employment seeking

This phase may be completed in a short period of time or over a period of some years depends on clients' needs

ACTION PLANNING

Action

REVIEWING GOALS AND PLANS

Upon completion of the process, clients return to the "Goals" phase to determine whether or not the gap has been removed

If the gap is removed the problem-solving and decision-making process ends

If not – external and internal cues indicate the problem still exists, or individuals are not taking action to implement their choice

五大主題



導師培訓組

58

ROLE OF CLASS TEACHER / CAREER FACILITATOR

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。



12 COMPETENCIES FOR CAREER FACILITATOR

生涯發展教育活動範例

- 創作「我的志願」的作文或詩句，並加以討論
- 介紹各種偉人傳記，並分組討論讀後心得
- 邀請社區人士來校與學生討論有關生涯發展的問題
- 工作調查或參觀，以觀察工作者的職業角色
- 實地訪問有關工作者，並做口頭報告
- 訪問父母或親戚，探討其工作與休閒活動
- 「話劇」演出方式，扮演不同的工作角色
- 讓學生討論未完成的故事，思考多種解決問題方法
- 指導學生就將來所想從事的行業描述其典型的生活方式

認識生涯檔案

學習歷程檔案

- 有系統、有組織、有意義（目的）的資料收集，用以了解學生在知識、技能及態度上的成長與改變
- 由教學為主轉向學習為主的理念。
- 檔案資料的來源包含學生本人、教師、同儕、家長及學校等；資料蒐集的方法包括紙筆、報告、晤談、觀察、實作、示範、展示等
- 「檔案」與「資料簿」的差異在於「反省思考」
- 學生若未具備製作歷程檔案的技能和技術，則需提供歷程檔案範例

生涯檔案 (Career portfolio)

- 學生可透過組織資訊及文件，作為生涯計畫、自我評估之用

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

CONCLUDING REMARKS

- **Ways to engage parents in Life Planning**
- **Whole-school Involvement**
- **Dealing with Students with Special Educational Needs**
 - Goal Setting / Empowerment & Understanding
 - Placement Opportunities / Assessment
 - Skills Enhancement / Rehabilitation
 - Supporting Network / Resources
- **Dealing with Unmotivated Students**

REFERENCES

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