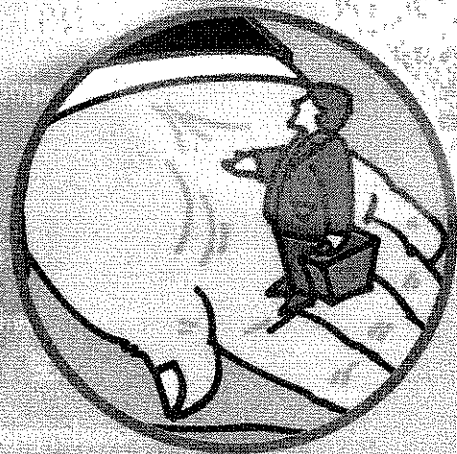
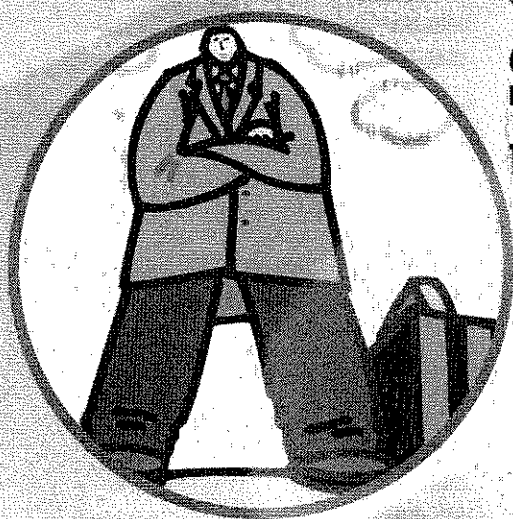


生活技能發展及全方位輔導計劃
Life Skills Development and
Comprehensive Guidance Program Series

事業發展自我效能量表：

使用者手冊

Career Development Self - Efficacy Inventory : Users' Manual



作者
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Career Development Self - Efficacy Inventory : Users' Manual

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1. Introduction

The Career Development Self-Efficacy Inventory (CD-SEI) is an instrument developed by the life skills development project research team to assess career development self-efficacy of senior secondary school students in Hong Kong. Along with other assessment methods such as teachers' observation, focus group interviews with students, students' record of work, the use of the instrument could help teachers and guidance personnel to assess and monitor students' attainment of career development competencies. Thus, teachers and guidance personnel could better organize career development activities and evaluate students' learning outcomes in a more systematic and consistent way.

2. Background of the Career Development Self-Efficacy Inventory

In Hong Kong, learning for life has been the major mission of recent education reforms (Hong Kong Education Commission, 2000a, 2000b). The implementation of the whole school approach to guidance through a comprehensive developmental guidance program is expected in all schools (Hong Kong Education Department, 2002). Two essential steps in the development of a comprehensive developmental guidance program are the identification of guidance competencies that are to be achieved by students through their participation in developmental guidance program within schools, and the development of a guidance curriculum for all students (Gysbers & Henderson, 2000; Starr & Gysbers, 1993). Hence, with the generous financial support of the Quality Education Fund, the present researchers have recently developed a comprehensive, developmental, and systematic guidance curriculum and activity resource materials for high school students in Hong Kong. It includes three major areas, namely Career Development, Academic Development, and Personal-Social Development (Yuen et al., 2002). It provides a way to organize activities and sequence the guidance competencies more effectively so that there is continuity and consistency in delivery.

The purpose of the present instrument is to assess students' self-reported confidence in applying various career development life skills competencies. The framework of the instrument development is drawn from Norman Gysbers's Life Career Development Theory and his Comprehensive Guidance Model (Gysbers & Henderson, 2000). Life career development is defined as "self-development over a person's life span through the integration

of the roles, settings, and events in a person's life" (Gysbers, 1998, p.45). Life career development describes, explains and predicts that individuals assume various roles such as student, worker, friend, consumer, citizen, parent in the settings of home, school, workplace, and community over life events of birth, school entry, graduation, marriage, retirement, illness and death. One of the two most important goals in a comprehensive school guidance program is to "assist students to acquire [life skills] competencies to handle current issues that affect their growth and development" (Gysbers, 1998, p.46). Secondly, it is to create career consciousness in students to help them explore their possible future life roles, settings and events, and to make informed personal and career choices (Gysbers & Henderson, 2000).

Bandura's (1977) self-efficacy construct provided the empirically supported approach to develop instruments assessing people's self-perceived confidence in performing specific life tasks in various life events. Reliable and valid students' self-reported instruments in a number of areas have been developed (Betz & Hackett, 1983; Betz & Luzzo, 1996). Specifically, the conceptual framework of the instrument is adopted from the Missouri Guidance Competency Evaluation Survey covering three main life skills competencies areas: Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development (Gysbers, Lapan, Multon, & Lukin, 1996; Lapan, Gysbers, Multon, & Pike, 1997).

3. Conceptualization of Career Development

A number of career development theories such as Super's (1957) life-span, life-space approach, Gottfredson's (1981) theory of occupational aspirations, and the social cognitive career theory (Lent, Brown, & Hackett, 1994) also provide some useful concepts for understanding young people's career development in Western societies and in the Hong Kong Chinese context (Sciarra, 2004; Leung, 1995, 1999). Senior secondary school students need to develop realistic self-concept, to learn about occupational opportunities, to have an interest and knowledge in an occupation, and to get started in a chosen field (Super, 1990). They must understand vocational aspirations in the context of social class, sex role, and the self as well as to compromise vocational interests with availability of jobs (Gottfredson, 1981). In addition, students' beliefs about one's abilities may influence their motivation to

study and work toward their careers (Lent, Brown, & Hackett, 1994). It is based on these career development concepts, and in particular, the self-efficacy theory of career development (Bandura, 1977; Betz, Borgen, & Harmon, 1996; Gysbers, Lapan, Multon, & Lukin, 1996; Hackett & Betz, 1981; Krumboltz, 1994; Lent, Brown, & Hackett, 1994), that the present research team attempts to develop an instrument assessing students' career development self-efficacy.

4. Development of Career Development Self-Efficacy Inventory

Four focus groups of 27 senior secondary school students from 27 secondary schools were conducted to identify and validate the essential life skills competencies for senior secondary school students. These life skills competencies were further organized into 26 categories under the headings of career, academic and personal-social development by the research team.

The items were further rated for their relevance, selected and organized into categories by an expert panel of school guidance professionals and personnel trainers from the government and business sectors. Wordings, classification and categorization of the items were discussed in the panel meetings. Refinement of the items and categories were made in the meeting.

The Career Development Self-Efficacy Inventory along with other instruments was piloted among secondary school students from 12 secondary schools in Hong Kong. From the reliability analysis, the four best items were chosen for each category. The instructions and some wordings of the items were further refined based on the feedback of the participants.

The present version of the CD-SEI could be found in *Appendix I*. The items covered a total of 24 student competencies related to career development of senior secondary school students. They were classified into 6 categories including Career Planning, Gender Issues in Career, Vocational Training Selection, Job Hunt Preparation, Job Hunting, Career Goals Setting (Yuen et al., 2002). Each category contained 4 items. Each respondent was asked to rate their level of confidence in completing the tasks using a 6-point Likert Scale, with 1 representing *extremely not confident* to 6 representing *extremely confident*. The instrument was designed to be administered to students in groups and could be completed within 10 minutes.

The 24-item Career Development Self-Efficacy Inventory questionnaire was used in this study. The items in each category are as follows:

Career Planning

- Strike a balance between interest and future prospects.
- Explore different careers within areas of my interest.
- Understand my abilities so as to help myself choose a career.
- Choose tertiary courses wisely to prepare myself for my future career.

Gender Issues in Career

- Understand the relationship between my gender and choosing a career.
- Get along well with the opposite sex at work.
- Make use of the good points of being a male/female at work.
- Handle others' objection, criticism and opposing views when I choose a career which is mostly performed by the opposite sex.

Vocational Training Selection

- Understand a vocational training program before I enroll in it.
- Collect information such as admission criteria and course selection procedure of vocational training schools.
- Think over the relationship between my choice of subject and career prospects.
- Select and enroll in some suitable courses to prepare myself for different economic situations and labor demand.

Job Hunt Preparation

- Master general interview techniques (e.g. appearance, ways of speaking, etc.)
- Fill in job application forms accurately.
- Produce a resume for myself.
- Produce a job application letter for myself.

Job Hunting

- Maintain the stamina to look for different job opportunities even when there are difficulties in job hunting.
- Look for suitable jobs according to my interest and ability.
- Get help from some institutions and connections to help me find a job.
- Find a suitable job successfully.

Career Goals Setting

- Assess and modify my career goals according to the changes in external situation.
- Solve the problems I encounter in the process of achieving my career goals.
- Master the strategy to achieve my career goals.
- Constantly improve my study and career plan to work toward my career goals.

Each respondent had six category total scores by adding the four item scores in each category, six category mean scores by dividing each category total score by four, and one total mean score of career development by adding the six category mean scores first, and then dividing with six (see *Appendix II*).

5. Validation of the Career Development Self-Efficacy Inventory

The present manual briefly describes the psychometric properties of the Career Development Self-Efficacy Inventory (CD-SEI) in validation studies involving 6776 senior secondary school students in Hong Kong (Yuen et al., 2003).

Confirmatory factor analyses of the responses from 6776 high school students in Hong Kong showed that the six primary factors with one higher order factor model yielded an adequate fitting model (for the total sample, $N = 6776$, $RMSR = .040$, and $RMSEA = .073$; for the girls' sample, $n = 3652$, $RMSR = .040$, and $RMSEA = .080$; for the boys' sample, $n = 3056$, $RMSR = .043$, and $RMSEA = .069$). Further examination of the structure coefficients for the items of the Career Development Self-Efficacy Inventory showed that all of the items converged with relevance on the respective factors hypothesized in this model. The six primary factors converged with relevance to the second order factor. All of the 24 items had loadings higher than .60. All the six factors had loadings higher than .87.

Initial validity estimates showed that the scale is (i) positively associated with estimates of career decision-making efficacy ($r = .72$), self-esteem ($r = .45$), hope agency ($r = .56$), and hope pathway ($r = .43$); (ii) negatively associated with estimates of depression ($r = -.32$) and loneliness ($r = -.32$); and (iii) mildly related to an estimate of social desirability ($r = -.27$) and life satisfaction ($r = .26$).

6. Reliabilities of Career Development Self-Efficacy Inventory

The internal consistencies of the subscales were adequate - Career Planning (whole sample, alpha = .78; girls, .79; boys, .77), Gender Issues in Career (whole sample, alpha = .77; girls, .76; boys, .77), Vocational Training Selection (whole sample, alpha = .80; girls, .80; boys, .79), Job Hunt Preparation (whole sample, alpha = .80; girls, .81; boys, .81), Job Hunting (whole sample, alpha = .77; girls, .77; boys, .77), and Career Goals Setting (whole sample, alpha = .82; girls, .82; boys, .83). The internal consistency of the total scale was adequate (whole sample, alpha = .95; girls, .95; boys, .95). For details on the psychometric properties of the CD-SEI, users could further refer to another paper prepared by the present research team (Yuen et al., 2003).

7. Suggestions for Applications

The CD-SEI has important implications for student assessment and program evaluation in relation to the implementation and quality enhancement of comprehensive school programs in schools (Gysbers, 2000; Hui, 2000; Watkins, 2001). First, to develop guidance curriculum to better meet the students' needs, the CD-SEI could be administered to class groups assessing students' self-efficacy in various categories of career development. Along with other assessment tools such as interviews with students and parents and teachers' observations, the CD-SEI could provide guidance personnel a profile of students' strengths and areas needing improvement across various grades, classes, and gender in the school. Users can find some guidance activities for enhancing students' career development in *Related Reference Information B*. Second, the CD-SEI can serve as an instrument to assess how students' self-efficacy in career development has changed over a certain period of time, say before and after the career guidance activities. This will provide useful feedback data for outcome evaluation and improvement of the guidance program. In the *Appendix III and IV* of this manual, a student profile chart and discussion guide are provided for the use of teachers and guidance personnel. Users can compare the findings from their samples with the normative data presented in tables in *Related Reference Information A*.

It should be noted that the CD-SEI was originally designed as a group assessment instrument. It was not meant to be used as a diagnostic or screening instrument for individual

8. References

students. For individual assessment of educational needs and career planning, individual students should be referred to a professionally trained guidance teacher, career teacher, counselor, social worker or educational psychologist.

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Career Development Self - Efficacy Inventory : Users' Manual

Appendices

- I. Career Development Self-Efficacy Inventory**
- II. Scoring Sheet**
- III. Profile Chart**
- IV. Discussion Guide**
- V. Permission Letter & Reply Slip**

I. Career Development Self-Efficacy Inventory (English Version)

Please read the following statements carefully and indicate how much confidence you have in performing these behaviors. Please circle the appropriate number to describe your degree of confidence with each statement.

- 1 - Extremely Not Confident
- 2 - Not Confident
- 3 - Hardly Confident
- 4 - Fairly Confident
- 5 - Confident
- 6 - Extremely Confident

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. strike a balance between interest and future prospects. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. understand the relationship between my gender and choosing a career. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. understand a vocational training program before I enroll in it. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. master general interview techniques (e.g. appearance, ways of speaking, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. maintain the stamina to look for different job opportunities even when there are difficulties in job hunting. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 6. assess and modify my career goals according to changes in external situation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. explore different careers within areas of my interest. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. get along well with the opposite sex at work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. collect information such as admission criteria and course selection procedure of vocational training schools. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. fill in job application forms accurately. | 1 | 2 | 3 | 4 | 5 | 6 |
-

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. look for suitable jobs according to my interest and ability. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. solve the problems I encounter in the process of achieving my career goals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. understand my abilities so as to help myself choose a career. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. make use of the good points of being a male/female at work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. think over the relationship between my choice of subject and career prospects. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. produce a resume for myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. get help from some institutions and connections to help me find a job. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. master the strategy to achieve my career goals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. choose tertiary courses wisely to prepare myself for my future career. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. handle others' objection, criticism and opposing views when I choose a career which is mostly performed by the opposite sex. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. select and enroll in some suitable courses to prepare myself for different economic situations and labor demand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. produce a job application letter for myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. find a suitable job successfully. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. constantly improve my study and career plan to work toward my career goals. | 1 | 2 | 3 | 4 | 5 | 6 |

II. Scoring Sheet

Score Calculation - Career Development Self-Efficacy Inventory

Individual Category Score :

Career development contains 6 categories. For each category, write the scores of the items beside the item numbers. SUM UP the scores within each category and write down the total score in the blank provided.

Career Planning		Gender Issues in Career		Vocational Training Selection		Job Hunt Preparation		Job Hunting		Career Goals Setting			
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score		
1	_____	2	_____	3	_____	4	_____	5	_____	6	_____		
7	_____	8	_____	9	_____	10	_____	11	_____	12	_____		
13	_____	14	_____	15	_____	16	_____	17	_____	18	_____		
19	_____	20	_____	21	_____	22	_____	23	_____	24	_____		
Total	_____	Total	_____	Total	_____	Total	_____	Total	_____	Total	_____		

Individual Category Mean Score (The lowest score is 1, the highest score is 6):

DIVIDE the total score BY 4, and write down the mean score of each category in the blank provided.

_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____
Career Planning	Gender Issues in Career	Vocational Training Selection	Job Hunt Preparation	Job Hunting	Career Goals Setting

Total Mean Score of Career Development (The lowest score is 1, the highest score is 6):

SUM UP the individual category mean scores and then DIVIDE BY 6, then write down the total mean score of career development in the blank provided.

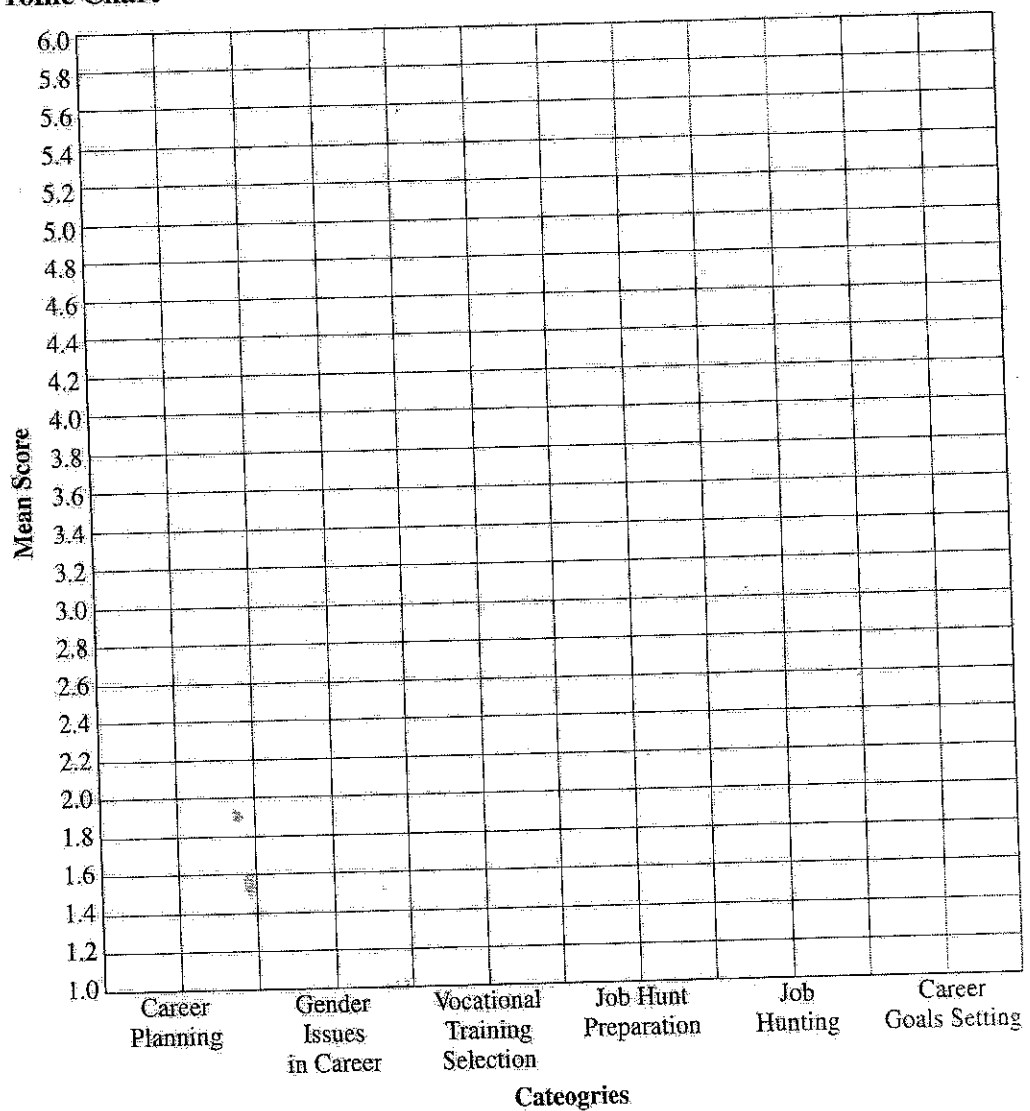
_____	+	_____	+	_____	+	_____	+	_____	+	_____	+	_____	=	_____	÷ 6 =	_____
Career Planning		Gender Issues in Career		Vocational Training Selection		Job Hunt Preparation		Job Hunting		Career Goals Setting		Total		Total Mean Score of Career Development		

III. Profile Chart

Career Development

Please present the data by a broken-line graph. You can produce the profile chart of students' career development by marking the mean scores of individual categories and connecting them by a broken-line. It is useful for understanding the students' confidence level in each category of career development.

Profile Chart



IV. Discussion Guide

The following questions serve as a guide to explore possible implications of the survey findings within the context of a particular school.

1. What are the strengths of the students in our school in each category of career development?

2. What are some of the policies, activities and programs in our school that have contributed to these developments positively?

- a. Curriculum and class guidance:

- b. Co-curricular activities:

- c. Individual and group career planning:

- d. Individual and group counseling:

- e. Support for teacher development and parent involvement:

3. Comparing different groups of students, are there different needs reflected from the findings?

- a. S.4/S.5 : _____

- b. S.6/S.7 : _____

- c. Girls/Boys : _____

4. Comparing the pretest-posttest findings from the same group of students, have the students made significant improvement in their career development during the period of time?

5. Any recommendations for action?

V. Permission Letter & Reply Slip

Dear Colleagues,

Re: Permission to Use the CD-SEI

Thank you for your interest in the Career Development Self-Efficacy Inventory (CD-SEI) (c).

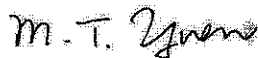
Two conditions must be met for our permission to use the instrument for research and program evaluation purposes. First, you must cite us in any papers in which the instrument is used, using the following reference:

Yuen, M., Gysbers, N. C., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., & Ke, S. S. Y. (2004). Career development self-efficacy inventory: Users' manual. Hong Kong: The University of Hong Kong Faculty of Education Life Skills Development Project.

Second, you must communicate to us a summary of the results using the CD-SEI and an indication of where those results appear (e.g. journal paper, research report, thesis/dissertation, etc.). Please send us the reply slip, before you use the instruments, indicating your willingness to adhere to these conditions.

Thank you again for your interest in the CD-SEI.

Sincerely,



Mantak Yuen, Ph.D., C.Psychol.
Associate Professor and Project Leader

Reply Slip

TO : Dr. Yuen Man-tak
Faculty of Education
The University of Hong Kong
Pokfulam Road
Hong Kong

Re: Permission to Use the CD-SEI

I am interested to use the Career Development Self-Efficacy Inventory (CD-SEI) (c).

I am willing to adhere to the two conditions in using the instrument. I will cite you in any papers or publications in which the instrument is used, using the following reference:

Yuen, M., Gysbers, N. C., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., & Ke, S. S. Y. (2004). Career development self-efficacy inventory: Users' manual. Hong Kong: The University of Hong Kong Faculty of Education Life Skills Development Project.

I will communicate to you a summary of the results using the CD-SEI and an indication of where those results appear.

(Signature) _____ Date: _____

Name: _____

Post: _____

Organization or School: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

事業發展自我效能量表： 使用者手冊

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二零零四年二月

如對本書有任何查詢，歡迎與袁文得博士聯絡。
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1. 引言

事業發展自我效能量表 (CD-SEI) 由生活技能發展計劃研究小組設計和發展，用作評估香港高中學生的事業發展自我效能感。教師和輔導人員可利用此量表，聯同其他評估方法例如教師觀察、小組面談、審視學生工作紀錄等，了解及監察學生在事業發展能力的成就。因此，教師及輔導人員可藉此有系統和一致地籌辦事業發展活動，以及評估學生的學習成果。

2. 事業發展自我效能量表的背景

生活教育成為近年香港教育改革的主要使命 (Hong Kong Education Commission, 2000a, 2000b)。當局更期望所有學校透過全方位成長輔導計劃，推行全校性的輔導活動 (Hong Kong Education Department, 2002)。全方位成長輔導計劃的兩個主要步驟為：(1) 為學生發展成長輔導課程和 (2) 檢視學生在校參與成長輔導活動後所能達到的能力 (Gysbers & Henderson, 2000; Starr & Gysbers, 1993)。

本計劃研究小組得到優質教育基金的贊助，積極為香港高中學生發展一系列全面、有系統和具發展性的輔導課程及活動資源手冊。內容涵蓋三個發展範疇：事業發展、學業發展、個人與群性發展 (Yuen et al., 2002)。此系列手冊提供一套有效的方法，列舉學生在這三個範疇的能力和輔導活動，確保傳授時的一致性和連貫性。

本評估工具主要目的是以自我匯報的形式評估學生在不同事業發展能力的信心程度，其架構取材於艾思柏教授的生活事業發展理論和他所發展的全方位輔導模式 (Gysbers & Henderson, 2000)。生活事業發展 (Life Career Development) 的定義是：「個人一生中透過整合不同的人生角色、身處環境和生活事件，而得到的自我成長」 (Gysbers, 1998, p.45)。生活事業發展敘述、解釋和假設個人一生中在不同生活事件 (例如：出生、入學、畢業、結婚、退休、生病和死亡)，和處於不同環境 (例如：家庭、學校、工作地點、社區)，會擔當的不同角色 (例如：學生、在職人士、朋友、顧客、民眾、父母)。

全方位學校輔導計劃的其中一項主要目標是幫助學生掌握生活技能，以處理影響他們成長和發展的當前問題 (Gysbers, 1998, p.46)。其次是提高學生的事業意識，幫助他們了解將來可能面對的人生角色、環境和生活事件，從而使他們作出明智的個人和事業抉擇 (Gysbers & Henderson, 2000)。

對於評估個人在處理不同生活任務的自我理解信心程度，Bandura (1977) 的自我

效能概念 (self-efficacy construct) 為建立有關的評估工具提供了支持的理據。不同學者已開始在不同範疇發展可信和有效的學生自我匯報評估工具 (Betz & Hackett, 1983; Betz & Luzzo, 1996)。此事業發展自我效能量表的理念架構取材自密蘇里輔導能力評估研究 (Missouri Guidance Competency Evaluation Survey)，概括了三項主要生活技能：事業計劃和探索 (Career Planning and Exploration)、自我了解和了解他人 (Knowledge of Self and Others)、學業和職業發展 (Educational and Vocational Development) (Gysbers, Lapan, Multon, & Lukin, 1996; Lapan, Gysbers, Multon, & Pike, 1997)。

3. 事業發展的理念

很多關於事業發展的理論，例如Super (1957) 的生命歷程和空間理論、Gottfredson (1981) 的事業抱負理論和社會認知事業理論 (Lent, Brown, & Hackett, 1994) 都提供了一些概念，讓我們了解西方國家和香港青年人的事業發展 (Sciarra, 2004; Leung, 1995, 1999)。高中學生需要建立合乎現實的自我概念、了解職業的機遇、擁有對各種職業的興趣和知識，以及向已選擇的行業邁出第一步 (Super, 1990)。他們需要在社會階級、性別角色和自我等情況下明白到自己的事業抱負；同時亦需要在職業興趣和市場需求上作出協調 (Gottfredson, 1981)。此外，學生對於自己的能力的信念亦會影響他們的學習動機和向自己的事業進發的動力 (Lent, Brown, & Hackett, 1994)。根據以上的事業發展概念，尤其是事業發展的自我效能理論 (Bandura, 1977; Betz, Borgen, & Harmon, 1996; Gysbers, Lapan, Multon, & Lukin, 1996; Hackett & Betz, 1981; Krumboltz, 1994; Lent, Brown, & Hackett, 1994)，本計劃研究小組嘗試建立一項評估學生事業發展自我效能的評估工具。

4. 事業發展自我效能量表的發展

生活技能發展計劃研究小組舉辦了四次聚焦小組討論，邀請了二十七位來自二十七間中學的高中學生參與討論，一起界定和確認高中學生的主要生活技能。研究小組進一步把學生所提出的生活技能歸納成為三個範疇 (事業發展、學業發展、個人與群性發展)，共二十六個項目；然後再邀請由學校輔導專業人員、政府及私人機構的人事培訓人員所組成的專家小組共同評定所有題目的相關性，挑選和歸類。每題題目的文字和分類，都經專家小組成員討論、改進和重新整理。

事業發展自我效能量表與其他評估工具首先在十二間香港中學試用，經過信度測試，每個項目再選取最好的四題題目。然後根據參與者的意見，再修改和整理量表的

指引和題目的措詞。

事業發展自我效能量表載於**附件一**，由二十四題有關高中學生事業發展的題目組成六個項目，包括：事業計劃、事業與兩性的關係、職業培訓的選擇、尋找工作前的準備、尋找工作、設定事業目標 (Yuen et al., 2002)。每個項目有四題題目，每位答題者需要在李克特量尺 (Likert Scale) 的六點量尺上，圈上他們對完成不同任務的信心程度。六點量尺的等級 1 代表「非常沒有信心」，6 代表「非常有信心」，如此類推。這個量表可供一群學生利用大約十分鐘時間完成。

此份事業發展自我效能量表共有二十四題題目。以下是各分項和題目：

事業計劃

- 在興趣和前途之間作出平衡。
- 在自己的興趣範圍內，探索不同的事業。
- 了解自己的能力，以協助自己選擇事業。
- 恰當地選擇專上學院開辦的課程，為將來的事業作好準備。

事業與兩性的關係

- 了解自己的性別和選擇事業的關係。
- 在工作上，與異性和睦共處。
- 在工作上，發揮作為男性 / 女性的長處。
- 在從事以異性居多的事業時，處理來自他人的非議、批評和反對意見。

職業培訓的選擇

- 在入讀職業訓練課程前，先作了解。
- 搜集職業訓練學院的入學要求及選科程序等資料。
- 考慮所報讀的科目和事業前途的關係。
- 因應經濟環境與人才的需求，選讀一些適合的課程作自我裝備。

尋找工作前的準備

- 掌握一般的見工技巧 (例如談吐和儀容等)。
- 準確地填寫求職申請表。
- 為自己撰寫一份履歷。
- 為自己撰寫求職信。

尋找工作

- 在求職時遇到困難，仍有毅力去尋找不同的工作機會。
- 因應自己的興趣及能力，尋找合適的工作。
- 尋獲一些機構和人事的幫忙，協助自己尋找工作。
- 成功找到適合自己的工作。

設定事業目標

- 因應環境的轉變，評估和改變自己在事業上的目標。
- 解決達到事業上的目標所遇到的困難。
- 掌握達到在事業上的目標的策略。
- 不斷改進自己的升學和就業計劃，向自己在事業上的目標邁進。

如將每個項目裡的四題題目的分數加起來，便可得到答題者在每個項目的總分。將每個項目的總分除以四，便可得到答題者在各分項的平均分數。將六個項目的平均分數加起來再除以六，便可得到答題者在事業發展範疇的總平均分數 (見附件二)。

5. 事業發展自我效能量表的效度

這本手冊簡介事業發展自我效能量表，在以6776名香港高中學生的問卷作確效研究時的心理測量特性 (Yuen et al., 2003)。

這 6776 名高中學生所作答的問卷通過驗證性因素分析 (Confirmatory Factor Analyses)，顯示六個初級因子 (primary factors) 和一個高階因子模式 (higher order factor model)，產生了一個適配的模型 (整個樣本， $N = 6776$ ， $RMSR = .040$ ，和 $RMSEA = .073$ ；女生樣本， $n = 3652$ ， $RMSR = .040$ ，和 $RMSEA = .080$ ；男生樣本， $n = 3056$ ， $RMSR = .043$ ，和 $RMSEA = .069$)。研究小組再測試事業發展自我效能量表的题目的結構系數 (structure coefficients)，顯示所有題目與假設因子模型都能配合。六個初級因子與二階因子模式 (second order factor) 都能配合。所有二十四題题目的負荷值 (loading) 高於 .60，而六個因子的負荷值 (loading) 高於 .87。

初步確效測試顯示：(1) 此量表與其他評估工具，包括事業抉擇效能感 (career decision-making efficacy) ($r = .72$)、自尊感 (self-esteem) ($r = .45$)、希望感 (hope agency) ($r = .56$)、希望路向 (hope pathway) ($r = .43$)，都有正面的相關和聯繫；(2) 與抑鬱感 (depression) ($r = -.32$)、孤寂感 (loneliness) ($r = -.32$) 有負面的相關和聯繫；(3) 與社會期許性 (social desirability) ($r = -.27$) 和生活滿足感 (life satisfaction) ($r = .26$) 有少許相關性。

6. 事業發展自我效能量表的信度

把整個事業發展範疇作分析，得到滿意的內部一致性 (internal consistency) (所有學生的系數 = .95；女生，.95；男生，.95)。而事業發展範疇內的六個項目經個別分析後，也有滿意的內部一致性，分別是：事業計劃 (所有學生的系數 = .78；女生，.79；男生，.77)、事業與兩性的關係 (所有學生的系數 = .77；女生，.76；男生，.77)、職業培訓的選擇 (所有學生的系數 = .80；女生，.80；男生，.79)、尋找工作前的準備 (所有學生的系數 = .80；女生，.81；男生，.81)、尋找工作 (所有學生的系數 = .77；女生，.77；男生，.77)、設定事業目標 (所有學生的系數 = .82；女生，.82；男生，.83)。有關事業發展自我效能量表的心理測量特性，可參考本計劃小組所著作的另一篇文章 (Yuen et al., 2003)。

7. 使用建議

事業發展自我效能量表對學生評估、活動評估和推行及提升全方位學校計劃質素的關係有著重要的作用 (Gysbers, 2000; Hui, 2000; Watkins, 2001)。首先，在策劃切合學生需要的輔導課程時，事業發展自我效能量表可以用作測試學生在不同事業發展項目的自我效能感。此量表也可以與其他評估方法 (例如學生和家長訪問、教師觀察等) 共用，讓輔導人員更加了解不同級別、組別和不同性別學生的強項和有待改善之處。有關提升學生事業發展的活動建議和參考書目，可參看**相關參考資料 B**。

第二，此量表也可以評估學生於不同時期在事業發展自我效能上的轉變。學生可以首先填答量表一次，經過一連串的事業輔導活動後，再完成另一次的測試，從而讓輔導人員了解學生在活動前後的事業發展能力的轉變。輔導人員可利用從這個量表所取得的數據，檢討輔導活動的成果，並作出改善。本手冊的**附件三及四**載有學生事業發展的剖析圖表和討論建議，可供參考；而本手冊**相關參考資料 A**的標準表格也供用作比較自己所採用樣本的結果。

使用者需要留意，事業發展自我效能量表乃群組評估的工具，並非用作測試或評估個別學生。若教師認為某些學生在學業和事業計劃方面需要接受個別評估，可轉介這些學生予曾接受專業培訓的輔導教師、事業輔導教師、心理輔導員、社工或教育心理學家。

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事業發展自我效能量表： 使用者手冊

附件

- 一. 事業發展自我效能量表
- 二. 分數計算表
- 三. 剖析圖表
- 四. 討論指引
- 五. 准予信及回覆便條

附件一：事業發展自我效能量表 (中文版本)

請細心閱讀下列各題，按著你能掌握該項技能的信心程度，圈出最適當的答案。

- 1 一 非常沒有信心
- 2 一 沒有信心
- 3 一 略沒有信心
- 4 一 略有信心
- 5 一 有信心
- 6 一 非常有信心

非常沒有信心
沒有信心
略沒有信心
略有信心
有信心
非常有信心

我有信心我能……

- | | | | | | | |
|------------------------------|---|---|---|---|---|---|
| 1. 在興趣和前途之間作出平衡。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. 了解自己的性別和選擇事業的關係。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. 在入讀職業訓練課程前，先作了解。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. 掌握一般的見工技巧 (例如談吐和儀容等)。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. 在求職時遇到困難，仍然有毅力去尋找不同的工作機會。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|----------------------------|---|---|---|---|---|---|
| 6. 因應環境的轉變，評估和改變自己在事業上的目標。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. 在自己的興趣範圍內，探索不同的事業。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. 在工作上，與異性和睦共處。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. 搜集職業訓練學院的入學要求及選科程序等資料。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. 準確地填寫求職申請表。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能

- | | | | | | | |
|-------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. 因應自己的興趣及能力，尋找合適的工作。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. 解決在達到事業上的目標時所遇到的困難。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. 了解自己的能力，以協助自己選擇事業。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. 在工作上，發揮作為男性/女性的長處。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. 考慮所報讀的科目和職業前途的關係。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能

- | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. 為自己撰寫一份履歷。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. 尋獲一些機構和人事的幫助，協助自己尋找工作。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. 掌握達到在事業上的目標的策略。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. 恰當地選擇專上學院開辦的課程，為將來的事業作好準備。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. 在從事以異性居多的事業時，處理來自他人的非議、批評和反對意見。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. 因應經濟環境與人才的需求，選讀一些適合的課程作自我裝備。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. 為自己撰寫求職信。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. 成功找到適合自己的工作。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. 不斷改進自己的升學和就業計劃，向自己在事業上的目標邁進。 | 1 | 2 | 3 | 4 | 5 | 6 |

附件二：分數計算表

事業發展自我效能量表的分數計算

每個項目的總分數：

事業發展可分六個項目，首先請在橫線上填上你在每題題目的分數，然後將每個項目的四題題目的分數加起來，便能得到你在每個項目的總分數。

事業計劃		事業與兩性的關係		職業培訓的選擇		尋找工作前的準備		尋找工作		設定事業目標	
題目	分數	題目	分數	題目	分數	題目	分數	題目	分數	題目	分數
1	_____	2	_____	3	_____	4	_____	5	_____	6	_____
7	_____	8	_____	9	_____	10	_____	11	_____	12	_____
13	_____	14	_____	15	_____	16	_____	17	_____	18	_____
19	_____	20	_____	21	_____	22	_____	23	_____	24	_____
總分	_____	總分	_____	總分	_____	總分	_____	總分	_____	總分	_____

每個項目的平均分數（最少為1分，最多為6分）

將每個項目的總分數除以4，便能得到每個項目的平均分數。

_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____
事業計劃	事業與兩性的關係	職業培訓的選擇	尋找工作前的準備	尋找工作	設定事業目標

事業發展範疇的總平均分數（最少為1分，最多為6分）：

將每個項目的平均分數加起來，再除以6，便能得到事業發展範疇的總平均分。

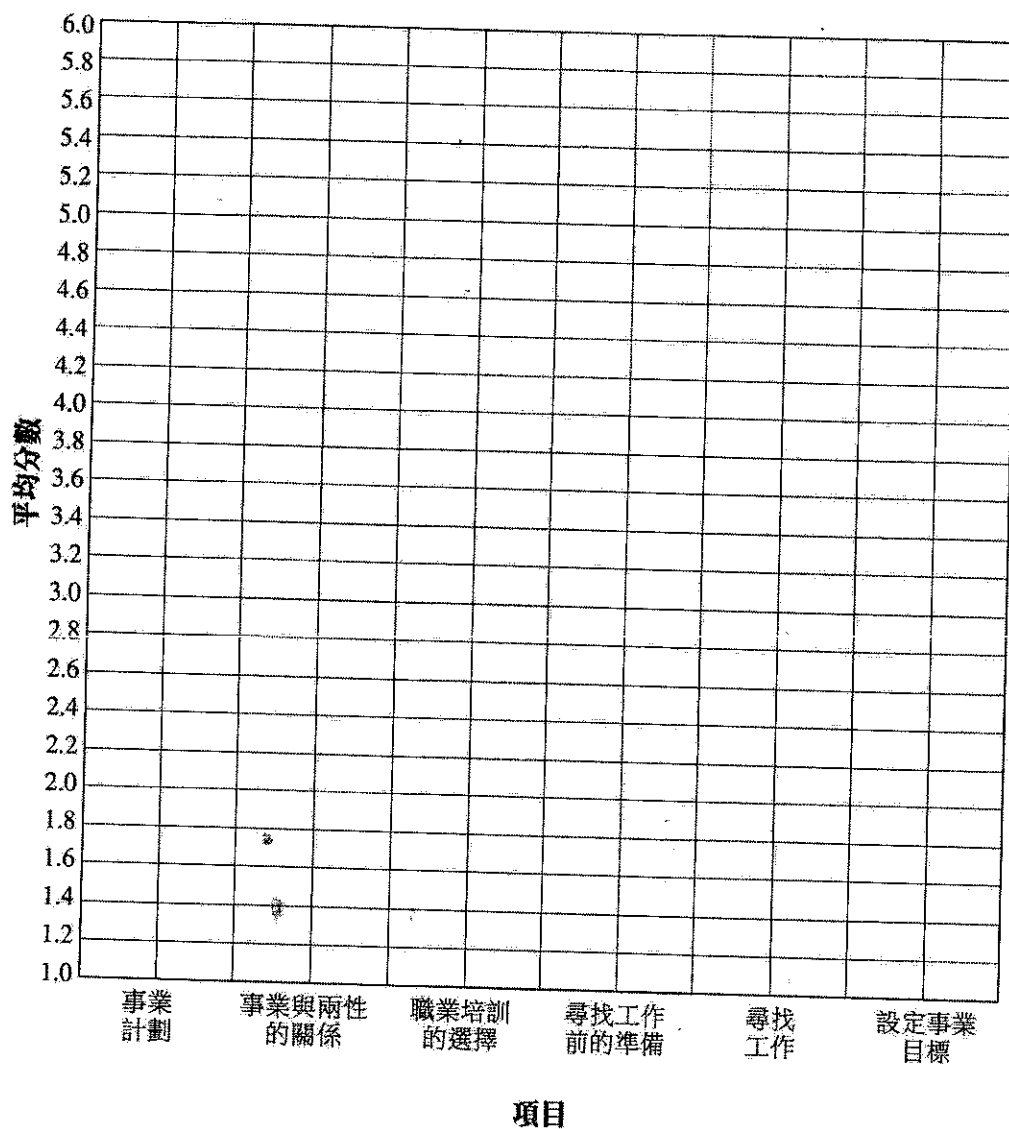
_____	+	_____	+	_____	+	_____	+	_____	+	_____	=	_____	÷ 6 =	_____
事業計劃		事業與兩性的關係		職業培訓的選擇		尋找工作前的準備		尋找工作		設定事業目標		總分		事業發展的總平均分

附件三：剖析圖表

事業發展

請以折線圖表形式，將學生在每個項目的平均分數的點數以折線連接起來，便能得到事業發展剖析圖表，有助了解學生在事業發展的各分項的信心程度。

剖析圖表



附件四：討論指引

以下問題可作為指引，探討研究結果對個別學校的啟示。

1. 本校學生在事業發展範疇內每個項目裡的強項是甚麼？

2. 本校有何政策、活動和計劃，是有助學生的正面發展？
 - a. 課程和課堂輔導： _____
 - b. 聯課活動： _____
 - c. 個人及小組事業計劃： _____
 - d. 個人及小組輔導： _____
 - e. 對教師發展及家長參與的支持： _____

3. 比較不同組別的學生，研究結果有否反映出不同需求？
 - a. 中四/中五： _____
 - b. 中六/中七： _____
 - c. 女生/男生： _____

4. 比較同一組別學生前測和後測的結果，在這段時間內學生有否在事業發展方面得到顯著的改善？

5. 其他行動建議？

附件五：准予信及回覆便條

敬啟者：

有關：准予使用事業發展自我效能量表 (CD-SEI)

謝謝你有意使用事業發展自我效能量表 (Career Development Self-Efficacy Inventory (CD-SEI) (c)。

凡有意使用CD-SEI作研究及課程評估之人士必須遵守下列兩項條件才獲准予：第一，閣下必須根據下示格式於論文中引述曾使用 CD-SEI 進行研究：

袁文得、艾思柏、許錦屏、梁健文、劉兆瑛、陳茂釗、余文基、柯新艷 (2004)。《事業發展自我效能量表：使用者手冊》。香港：香港大學教育學院生活技能發展計劃。

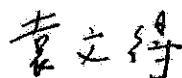
第二，如閣下使用 CD-SEI 進行研究，必須將研究結論之撮要及刊登論文之印刷品類別及名稱告知我們 (例如：刊物、研究報告、論文/專題論文等)。閣下於使用CD-SEI前，請於回覆便條上填妥是否願意遵守上述條件，然後將便條寄回給我們。

如有任何疑問，歡迎聯絡我們。

此致

各位同事

香港大學教育學院
副教授及計劃主管



袁文得博士謹啟

回覆便條

致：香港薄扶林道
香港大學
教育學院
袁文得博士

本人申請使用事業發展自我效能量表(CD-SEI)。

本人願意於使用CD-SEI時遵守下列兩項條件：如本人於論文中曾使用CD-SEI進行研究，無論論文刊登在任何印刷品，均會根據以下形式引述：

袁文得、艾思柏、許錦屏、梁健文、劉兆瑛、陳茂釗、余文基、柯新艷(2004)。《事業發展自我效能量表：使用者手冊》。香港：香港大學教育學院生活技能發展計劃。

本人將會通知閣下使用 CD-SEI 所獲之研究結論撮要及刊登研究結論之印刷品之名稱及類別。

(簽名) _____ 日期： _____

姓名： _____

職位： _____

機構或學校： _____

地址： _____

電話： _____ 傳真： _____

電郵： _____

(本回覆便條可影印使用)

生活技能發展及全方位輔導計劃系列
Life Skills Development and
Comprehensive Guidance Program Series

事業發展自我效能量表：

使用者手冊

Career Development Self - Efficacy Inventory : Users' Manual

Related Reference Information

相關參考資料

- A. Norm Tables
標準表格
- B. Suggested Guidance Activities for Enhancing
Students' Career Development
提升學生事業發展的活動建議

生活技能發展及全方位輔導計劃系列
Life Skills Development and
Comprehensive Guidance Program Series

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Comprehensive Guidance Program Series

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Life Skills Development and
Comprehensive Guidance Program Series

A. Norm Tables

A. 標準表格

Table 1. Percentiles and Raw Scores Norm Table (Career Development)

表 1. 百份等級及原分數對算表 (事業發展)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
95th	5.25	5.29	5.29	5.17	5.21
90th	5.04	5.04	5.04	5.00	5.04
75th	4.71	4.71	4.67	4.67	4.71
50th	4.21	4.21	4.17	4.21	4.33
25th	3.79	3.79	3.71	3.83	3.92
10th	3.38	3.33	3.29	3.46	3.56
5th	3.08	3.00	2.96	3.25	3.33

Table 2. Percentiles and Raw Scores Norm Table (Career Development)

表 2. 百份等級及原分數對算表 (事業發展)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
95th	5.29	5.38	5.29	5.25	5.21
90th	5.08	5.13	5.08	5.00	5.08
75th	4.71	4.75	4.67	4.67	4.75
50th	4.21	4.21	4.17	4.21	4.38
25th	3.79	3.79	3.75	3.79	3.96
10th	3.38	3.33	3.29	3.42	3.50
5th	3.00	2.92	2.96	3.17	3.17

Table 3. Percentiles and Raw Scores Norm Table (Career Development)

表 3. 百份等級及原分數對算表 (事業發展)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
95th	5.21	5.22	5.29	5.13	5.20
90th	5.00	5.00	5.00	5.00	5.00
75th	4.67	4.71	4.63	4.67	4.71
50th	4.21	4.21	4.13	4.21	4.29
25th	3.79	3.75	3.71	3.88	3.92
10th	3.42	3.33	3.29	3.54	3.58
5th	3.17	3.08	3.00	3.33	3.38

Table 4. Percentiles and Raw Scores Norm Table (Career Planning)
表 4. 百分等級及原分數對算表 (事業計劃)

Percentiles 百分等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
95th	5.33	5.50	5.50	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.00	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.25	3.50
5th	3.00	3.00	3.00	3.00	3.25

Table 5. Percentiles and Raw Scores Norm Table (Career Planning)
表 5. 百分等級及原分數對算表 (事業計劃)

Percentiles 百分等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
95th	5.50	5.50	5.50	5.25	5.25
90th	5.25	5.25	5.25	5.00	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.00	4.25	4.50
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.25	3.50
5th	3.00	2.75	3.00	3.00	3.00

Table 6. Percentiles and Raw Scores Norm Table (Career Planning)
表 6. 百分等級及原分數對算表 (事業計劃)

Percentiles 百分等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
95th	5.25	5.25	5.50	5.25	5.50
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 7. Percentiles and Raw Scores Norm Table (Gender Issues in Career)
表 7. 百份等級及原分數對算表 (事業與兩性的關係)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.81	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.50	4.50
25th	4.00	3.75	4.00	4.00	4.00
10th	3.50	3.28	3.50	3.50	3.50
5th	3.25	3.00	3.00	3.25	3.25

Table 8. Percentiles and Raw Scores Norm Table (Gender Issues in Career)
表 8. 百份等級及原分數對算表 (事業與兩性的關係)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
95th	5.50	5.75	5.75	5.50	5.50
90th	5.25	5.50	5.25	5.25	5.25
75th	5.00	5.00	5.00	4.75	5.00
50th	4.50	4.50	4.25	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.00
10th	3.50	3.25	3.50	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 9. Percentiles and Raw Scores Norm Table (Gender Issues in Career)
表 9. 百份等級及原分數對算表 (事業與兩性的關係)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
95th	5.50	5.50	5.50	5.25	5.50
90th	5.25	5.25	5.25	5.00	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.33
25th	4.00	3.75	3.75	4.00	4.00
10th	3.50	3.50	3.25	3.50	3.50
5th	3.25	3.25	3.00	3.25	3.50

Table 10. Percentiles and Raw Scores Norm Table (Vocational Training Selection)
表 10. 百份等級及原分數對算表 (職業培訓的選擇)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
95th	5.50	5.50	5.50	5.50	5.25
90th	5.00	5.00	5.25	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	4.00	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	2.75	2.75	3.00	3.25

Table 11. Percentiles and Raw Scores Norm Table (Vocational Training Selection)
表 11. 百份等級及原分數對算表 (職業培訓的選擇)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.00	3.25	3.25	3.25
5th	2.75	2.75	2.75	3.00	3.00

Table 12. Percentiles and Raw Scores Norm Table (Vocational Training Selection)
表 12. 百份等級及原分數對算表 (職業培訓的選擇)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
95th	5.50	5.50	5.50	5.50	5.25
90th	5.00	5.00	5.20	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	4.00	4.00
10th	3.25	3.25	3.25	3.50	3.75
5th	3.00	3.00	3.00	3.25	3.50

Table 13. Percentiles and Raw Scores Norm Table (Job Hunt Preparation)
表 13. 百份等級及原分數對算表 (尋找工作前的準備)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
	95th	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.50	3.75	3.75
10th	3.25	3.00	3.00	3.25	3.25
5th	2.75	2.75	2.75	3.00	3.00

Table 14. Percentiles and Raw Scores Norm Table (Job Hunt Preparation)
表 14. 百份等級及原分數對算表 (尋找工作前的準備)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
	95th	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.50	3.50	3.75	3.75
10th	3.00	3.00	3.00	3.25	3.25
5th	2.75	2.75	2.75	3.00	2.75

Table 15. Percentiles and Raw Scores Norm Table (Job Hunt Preparation)
表 15. 百份等級及原分數對算表 (尋找工作前的準備)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
	95th	5.50	5.50	5.50	5.50
90th	5.25	5.10	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.00	4.25	4.50
25th	3.75	3.75	3.50	3.75	4.00
10th	3.25	3.25	3.00	3.25	3.50
5th	3.00	3.00	2.75	3.00	3.08

Table 16. Percentiles and Raw Scores Norm Table (Job Hunting)
表 16. 百份等級及原分數對算表 (尋找工作)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
95th	5.50	5.50	5.50	5.25	5.25
90th	5.25	5.25	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	3.75
10th	3.25	3.25	3.25	3.25	3.25
5th	3.00	2.75	2.75	3.00	3.00

Table 17. Percentiles and Raw Scores Norm Table (Job Hunting)
表 17. 百份等級及原分數對算表 (尋找工作)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
95th	5.50	5.50	5.50	5.50	5.28
90th	5.25	5.25	5.05	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.25	3.45
5th	2.75	2.75	2.75	3.00	3.00

Table 18. Percentiles and Raw Scores Norm Table (Job Hunting)
表 18. 百份等級及原分數對算表 (尋找工作)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
95th	5.25	5.50	5.25	5.25	5.25
90th	5.00	5.10	5.20	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	3.75
10th	3.25	3.25	3.05	3.25	3.25
5th	3.00	2.75	2.75	3.00	3.00

Table 19. Percentiles and Raw Scores Norm Table (Career Goals Setting)
表 19. 百份等級及原分數對算表 (設定事業目標)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6748)	S.4 中四 (n=2630)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=948)
	95th	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.75	4.50	4.50	4.75
50th	4.00	4.00	4.00	4.00	4.25
25th	3.75	3.50	3.50	3.75	3.75
10th	3.25	3.00	3.00	3.25	3.25
5th	2.75	2.75	2.75	3.00	3.00

Table 20. Percentiles and Raw Scores Norm Table (Career Goals Setting)
表 20. 百份等級及原分數對算表 (設定事業目標)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3040)	S.4 中四 (n=1257)	S.5 中五 (n=807)	S.6 中六 (n=619)	S.7 中七 (n=357)
	95th	5.50	5.50	5.25	5.50
90th	5.00	5.25	5.00	5.00	5.25
75th	4.75	4.75	4.50	4.50	4.75
50th	4.25	4.25	4.00	4.00	4.25
25th	3.75	3.75	3.50	3.75	3.75
10th	3.00	3.00	3.00	3.25	3.45
5th	2.75	2.75	2.75	3.00	3.00

Table 21. Percentiles and Raw Scores Norm Table (Career Goals Setting)
表 21. 百份等級及原分數對算表 (設定事業目標)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3642)	S.4 中四 (n=1335)	S.5 中五 (n=831)	S.6 中六 (n=891)	S.7 中七 (n=585)
	95th	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.50	4.50	4.50	4.50
50th	4.00	4.00	4.00	4.00	4.25
25th	3.50	3.50	3.50	3.75	3.75
10th	3.25	3.00	3.00	3.25	3.25
5th	3.00	2.75	2.75	3.00	3.00

Table 22. Students' Mean Scores on Career Development**表 22. 學生在事業發展的平均分數**

Categories 項目	Students 學生				
	Total 全部 (N=6748) M(SD)平均分(標準差)	S.4 中四 (n=2630) M(SD)平均分(標準差)	S.5 中五 (n=1651) M(SD)平均分(標準差)	S.6 中六 (n=1519) M(SD)平均分(標準差)	S.7 中七 (n=948) M(SD)平均分(標準差)
Career Planning 事業計劃	4.21 (.76)	4.21 (.79)	4.16 (.79)	4.20 (.70)	4.32 (.68)
Gender Issues in Career 事業與兩性的關係	4.34 (.74)	4.33 (.79)	4.31 (.75)	4.35 (.67)	4.41 (.66)
Vocational Training Selection 職業培訓的選擇	4.24 (.77)	4.19 (.81)	4.19 (.81)	4.30 (.71)	4.35 (.67)
Job Hunt Preparation 尋找工作前的準備	4.21 (.83)	4.18 (.85)	4.14 (.85)	4.27 (.79)	4.30 (.77)
Job Hunting 尋找工作	4.20 (.79)	4.22 (.81)	4.16 (.82)	4.16 (.73)	4.26 (.72)
Career Goals Setting 設定事業目標	4.10 (.78)	4.10 (.82)	4.04 (.81)	4.10 (.70)	4.20 (.70)

Table 23. Boys' Mean Scores on Career Development**表 23. 男生在事業發展的平均分數**

Categories 項目	Boys 男生				
	Total 全部 (N=3040) M(SD)平均分(標準差)	S.4 中四 (n=1257) M(SD)平均分(標準差)	S.5 中五 (n=807) M(SD)平均分(標準差)	S.6 中六 (n=619) M(SD)平均分(標準差)	S.7 中七 (n=357) M(SD)平均分(標準差)
Career Planning 事業計劃	4.21 (.78)	4.22 (.82)	4.17 (.80)	4.18 (.73)	4.33 (.70)
Gender Issues in Career 事業與兩性的關係	4.38 (.78)	4.36 (.83)	4.37 (.78)	4.39 (.72)	4.46 (.69)
Vocational Training Selection 職業培訓的選擇	4.20 (.81)	4.17 (.84)	4.18 (.83)	4.24 (.78)	4.31 (.72)
Job Hunt Preparation 尋找工作前的準備	4.18 (.86)	4.16 (.88)	4.14 (.87)	4.22 (.84)	4.25 (.81)
Job Hunting 尋找工作	4.22 (.82)	4.24 (.84)	4.18 (.84)	4.17 (.77)	4.31 (.74)
Career Goals Setting 設定事業目標	4.14 (.81)	4.14 (.86)	4.07 (.83)	4.13 (.73)	4.27 (.73)

Table 24. Girls' Mean Scores on Career Development**表 24. 女生在事業發展的平均分數**

Categories 項目	Girls 女生				
	Total 全部 (N=3642) M(SD)平均分(標準差)	S.4 中四 (n=1335) M(SD)平均分(標準差)	S.5 中五 (n=831) M(SD)平均分(標準差)	S.6 中六 (n=891) M(SD)平均分(標準差)	S.7 中七 (n=585) M(SD)平均分(標準差)
Career Planning 事業計劃	4.21 (.73)	4.20 (.76)	4.16 (.76)	4.22 (.67)	4.31 (.67)
Gender Issues in Career 事業與兩性的關係	4.31 (.70)	4.31 (.75)	4.25 (.72)	4.33 (.63)	4.38 (.63)
Vocational Training Selection 職業培訓的選擇	4.27 (.73)	4.22 (.77)	4.20 (.78)	4.34 (.65)	4.38 (.63)
Job Hunt Preparation 尋找工作前的準備	4.23 (.80)	4.20 (.81)	4.14 (.84)	4.30 (.75)	4.34 (.75)
Job Hunting 尋找工作	4.19 (.75)	4.21 (.78)	4.13 (.79)	4.16 (.69)	4.23 (.71)
Career Goals Setting 設定事業目標	4.07 (.74)	4.05 (.78)	4.00 (.78)	4.09 (.67)	4.15 (.67)

B. Suggested Guidance Activities for Enhancing Students' Career Development

B. 提升學生事業發展的活動建議

For guidance activities on career development, the users may refer to the following suggested activities and the Activity Guide accompanying this manual.

以下是一些可供參考的事業發展活動/課程建議。本計劃小組將會出版有關生活技能發展活動的教材套，提供參考活動/課程。若需要搜集相關的活動/課程，也可參考此教材套。

Categories (項目)	Suggested Activities (活動建議)
Career Planning 事業計劃	<ul style="list-style-type: none"> ☉ Missouri Comprehensive Guidance Kit, HS-1-85. ☉ Still more activities that teach, pp. 56, 80, 84, 233. ☉ Teacher materials for career paths exploration, pp. 1-30. ☉ Activities for individualized career exploration and planning, pp. 37-73. ☉ Exploring career paths, pp. 2-34. ☉ 同班幾分親 (下篇), 頁 40-49。
Gender Issues in Career 事業與兩性的關係	<ul style="list-style-type: none"> ☉ Missouri Comprehensive Guidance Kit, HS-87-113. ☉ Lifelines, 5, pp. 52-55. ☉ More activities that teach, pp. 111, 329. ☉ Games for social and life skills, p. 224.
Vocational Training Selection 職業培訓的選擇	<ul style="list-style-type: none"> ☉ Missouri Comprehensive Guidance Kit, HS-349-367. ☉ Lifelines, 4, pp. 58-63. ☉ More activities that teach, pp. 243. ☉ 繽紛社會探索 3 (教師手冊), 頁 10-12。
Job Hunt Preparation 尋找工作前的準備	<ul style="list-style-type: none"> ☉ Missouri Comprehensive Guidance Kit, HS-369-405. ☉ Lifelines, 5, pp. 26-33. ☉ Games for social and life skills, pp. 77, 142. ☉ 同班幾分親 (下篇), 頁 41-49。 ☉ 繽紛社會探索 3 (教師手冊), 頁 13-20。
Job Hunting 尋找工作	<ul style="list-style-type: none"> ☉ Missouri Comprehensive Guidance Kit, HS-409-423.
Career Goals Setting 設定事業目標	<ul style="list-style-type: none"> ☉ Missouri Comprehensive Guide Kit, HS-427-439. ☉ Still more activities that teach, pp. 84, 135, 159, 169, 181. ☉ 同班幾分親 (下篇), 頁 29-39。 ☉ 同班幾分親 (上篇), 頁 133-141。

References

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- Bond, T. (1986). *Games for social and life skills*. London: Hutchison Education.
- * This book provides training activities for students to enhance their social and life skills.
 - * 此書提供學生培訓活動，有助強加學生的社交及生活技能。
- Farr, J. M., & Christophersen, S. (1991). *Career preparation: Getting the most from training and education*. Indianapolis, IN: JIST Works.
- * This book helps students to recognize the importance of school experience for their future.
 - * 此書有助學生肯定學校生活體驗對他們將來發展的重要性。
- Foster, J. (1988). *Lifelines, 4*. London: Collins Educational.
- * This is a course book for personal and social development for secondary school students in the U.K.
 - * 此書乃為英國中學生而設的個人及社交發展的課程。
- Foster, J. (1988). *Lifelines, 5*. London: Collins Educational.
- * This is a course book for personal and social development for secondary school students in the U.K.
 - * 此書乃為英國中學生而設的個人及社交發展的課程。
- Jackson, T. (1995). *More activities that teach*. Cedar City, UT: Active Learning Center.
- * This is a set of activities that have been tested in the real world classrooms.
 - * 此書提供一系列已在現實課堂實驗過的活動。
- Jackson, T. (2000). *Still more activities that teach*. UT: Active Learning Center.
- * This is a set of activities that have been tested in the real world classrooms.
 - * 此書提供一系列已在現實課堂實驗過的活動。
- Lindsay, N. (1998). *Dream catchers: Developing career and educational awareness*. Indianapolis, IN: JIST Works.
- * This book helps students to explore the world of careers and to make choices for their future.
 - * 此書可幫助學生探索事業和對自己的將來發展作出抉擇。

Missouri Comprehensive Guidance Kit for High School (9-12). Columbia, Missouri: Instructional Materials Laboratory.

- * This is a comprehensive set of classroom guidance activities designed for high school students in the state of Missouri, U.S.A. The kit could be purchased from The Instructional Materials Laboratory, University of Missouri-Columbia, 10 London Hall, Columbia, Missouri 65211, U.S.A. web page: <http://www.iml.coe.missouri.edu>
- * 此乃一套為美國高中學生而設的課堂輔導活動教材，可供購買，詳情請參考以上的地址及網址。

Exploring career paths: A guide for students and their families. Columbia, Missouri: Instructional Materials Laboratory.

- * This is a workbook to help students develop their career plans.
- * 此乃有助學生發展個人事業計劃的作業簿。

McWilliams, S. (1997). *Teacher materials for career paths exploration: A student's guide to career paths*. Columbia, Missouri: Instructional Materials Laboratory.

- * This is a set of curriculum materials to help students explore their career paths.
- * 此乃一套可幫助學生探索事業路向的課程資料。

Winefordner, D. W. (1994). *Activities for individualized career exploration and planning*. Charleston, West Virginia: Appalachia Educational Laboratory.

- * This book helps students make decisions and develop their career plans.
- * 此書可幫助學生作出決定和發展自己的事業計劃。

張儉成、龍精亮、陳潔貞、袁彼得 (1998)。《同班幾分親 (上篇)》。香港：香港教育圖書公司。

張儉成、龍精亮、陳潔貞、袁彼得 (1998)。《同班幾分親 (下篇)》。香港：香港教育圖書公司。

- * This is a set of classroom guidance activities for secondary students in the Hong Kong context.
- * 此乃一系列為香港中學生而設的課堂輔導活動教材。

胡慧賢等 (2001)。《繽紛社會探索 3 (教師手冊)》。香港：文達出版(香港)有限公司。

- * This is a set of activities for secondary students in the Hong Kong context.
- * 此乃為香港中學生而設的活動教材套。

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- | | |
|---|--|
| Belilios Public School | Madam Lau Kam Lung Secondary School of
Miu Fat Buddhist Monastery |
| Buddhist Hung Sean Chau Memorial College | Maryknoll Fathers' School |
| Buddhist Ma Kam Chan Memorial English
Secondary School | Nam Wah Catholic Secondary School |
| Buddhist Sin Tak College | New Asia Middle School |
| Buddhist Wong Fung Ling College | Ning Po No.2 College |
| C.C.C. Kei Chi Secondary School | NTHYK Southern District Secondary School |
| C.C.C. Kei Heep Secondary School | Our Lady's College |
| C.C.C. Kung Lee College | Pentecostal Lam Hon Kwong School |
| C.C.C. Mong Man Wai College | Po Leung Kuk 1983 Board of Directors' College |
| Caritas Yuen Long Chan Chun Ha Secondary School | Po Leung Kuk 1984 College |
| Carmel Divine Grace Foundation Secondary School | Po Leung Kuk Tang Yuk Tien College |
| Cheung Sha Wan Catholic Secondary School | Pui Ying Secondary School |
| Chiu Lut Sau Memorial Secondary School | Rosaryhill School |
| Chong Gene Hang College | S.K.H Tang Shiu Kin Secondary School |
| Clementi Secondary School | S.K.H. Bishop Baker Secondary School |
| Concordia Lutheran School | S.K.H. Lam Kau Mow Secondary School |
| Confucian Ho Kwok Pui Chun College | S.K.H. Li Ping Secondary School |
| Cotton Spinners Association Secondary School | S.K.H. Tsoi Kung Po Secondary School |
| Diocesan Girls' School | Sai Kung Sung Tsun Catholic Secondary School |
| DMHC Siu Ming Catholic Secondary School | Shek Lei Catholic Secondary School |
| Heung To Middle School (Mong Kok) | St. Bonaventure College and High School |
| Holy Carpenter Secondary School | St. Catharine's School for Girls, Kwun Tong |
| Homantin Government Secondary School | St. Francis of Assisi's College |
| Ju Ching Chu Secondary School (Tuen Mun) | St. Francis' Canossian College |
| Kwai Chung Methodist College | St. Stephen's Girls' College |
| Lok Sin Tong Wong Chung Ming Secondary School | The True Light Middle School of Hong Kong |
| Lok Sin Tong Yu Kan Hing School | Tseung Kwan O Government Secondary School |
| Lung Kong World Federation School Limited | Ying Wa Girls' School |
| Lau Wong Fat Secondary School | |
| Ma On Shan Tsung Tsin Secondary School | |

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中華基督教會公理書院	香港真光中學
中華基督教會基協中學	馬鞍山崇真中學
中華基督教會基智中學	培英中學
中華基督教會蒙民偉書院	將軍澳官立中學
五旬節林漢光中學	張振興伉儷書院
天主教母佑會蕭明中學	棉紡會中學
天主教南華中學	新亞中學
孔教學院何郭佩珍中學	新界鄉議局南約區中學
世界龍岡學校劉皇發中學	聖士提反女子中學
石籬天主教中學	聖公會白約翰會督中學
西貢崇真天主教中學	聖公會李炳中學
佛教孔仙洲紀念中學	聖公會林裘謀中學
佛教馬錦燦紀念英文中學	聖公會蔡功譜中學
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保良局董玉娣中學	趙聿修紀念中學
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迦密主恩中學	樂善堂余近腳中學
香島中學 (旺角)	

- The manual is quite comprehensive and concise.
- Large sample was used.
- Sophisticated statistics were used.
- Practical value is high.
- Overall speaking, the manual is well-written and concise. The scale is also important, particularly in the practice context.

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專業發展自我效能量表：

使用者手冊

Career Development
Self - Efficacy Inventory :
Users' Manual

Happy to receive the good news of the birth of the Career Development Self-Efficacy Inventory specially designed for local secondary students. Sure, it will be of great help to (career) teachers in planning, implementing and evaluating career guidance program. The part of "Suggested Guidance Activities for Enhancing Students' Career Development" is very resourceful.

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It's good to see the inventory explores the gender issues in Career.

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