



香港及海外的就業服務

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就業服務 (Employment Service)

- 以就業時段劃分
- 以對象/勞動力市場角色/策略來劃分:





以就業時段劃分

■ 離開學校前:

- 職業生涯諮詢 (career counseling)
- 職業生涯規劃 (career planning)
- 性向測試 (aptitude test)
- 職業訓練 (vocational training)

■ 離開學校後至就業前 (from school to work)

- 青年訓練計劃 (youth training schemes)
- 青年試工/實習計劃 (youth placement schemes)
- 雙軌學徒計劃 (dual mentor scheme)



就業前 (pre-employment)

- 職前/上崗前訓練 (job-specific training)
- 重投工作導向計劃: 主婦、刑釋人士、長期失業人士 (work orientation programme)
- 求職協助服務 (job search assistance)
- 就業配對服務 (job matching service)

就業時

- 職業支援及協助 (job assistance /supporting scheme)
- 支援就業 supported employment
 - 以財政支援僱主, 增加動機;
 - 以財政支持或優先給服務合約予有關機構成立小企業、合作社
- 在職訓練 (on job training)
- 僱員支援服務 employment assistance scheme EAP



離開就業/工作

- 退休前服務 (pre-retirement service)
- 解僱前服務





以對象/勞動力市場角色/策略 來劃分:

- 僱員/供應面 (人力資本的發展)
- 僱主/需求面 (人事管理的分支、宏觀經濟的發展)
- 僱員與僱員的連結 (社會資本的發展)



職業輔導 Career Counseling

■ 目的

- 幫助個人對自己的工作的角色發展一個完備和統整的概念
- 並將這概念實現
- 為自己 and 社會帶來滿足

■ 角色

- 引導: 鼓勵學生自我探索、發掘與職業相關的取向
- 並以系統和理智的方法去尋求適切工作的空間



事業抉擇分三部分：

■ 資料預備

- 個人資料: 性格、興趣、價值觀、能力、性向、資源和限制
- 職業資料: 足夠、最新、外在

■ 抉擇

- 了解性向後, 直接就業抉擇、接受有關職業訓練, 或從事某類行業的同時兼讀職業訓練。
- 職業訓練是入職條件, 亦能提高實際工作能力及競爭力

■ 進程

- 職業的抉擇是不息的動態, 不斷進展的過程
- 利用既有的資料和經驗去開拓就業前景。

- 有關香港就業輔導及有關軟件可參看 香港浸會大學社會工作學系 (2001) <<中學生職業取向測試與職業輔導>>

Super's Life Career Rainbow (LCR)

- LCR is the cornerstone of Super's life-span life-space theory, which comprises two major dimensions: life-span and lifespace.
- Super, D.E. .A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behavior* 16 (1980): 282.298.
- Super, D.E., M.L. Savickas, and C.M. Super. The Life-Span, Life-Space Approaches to Careers. In D. Brown, L. Brooks and Associates, *Career Choice and Development*, 3rd ed. San Francisco: Jossey-Bass Publishers, 1996: 121.178.



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Life Span

- According to Super, an individual passes through different life stages: growth, exploration, establishment, maintenance, and decline or disengagement, when involved in career decision-making (Super 1980; Super et al 1996).
- These stages make up the life-span realm of the LCR that correspond to the development phases of adolescence, adulthood, middle age, and old age.





life-space component of the LCR

- people usually play nine roles at specific points throughout their lifetime: child, student, leisurite, citizen, parent, spouse, homemaker, worker, and pensioner or annuitant.
- These roles are played in four theatres: home, school, workplace, and community.



Pictorial or graphic depiction

- LCR is essentially the pictorial or graphic depiction of these nine roles from birth (growth) to old age (decline) according to the amount of time and energy one expends in each role.
- It is important to note that in order to effectively develop an LCR one should carefully consider role salience, which is the importance an individual attaches to each of the nine roles.



role salience

- The significance of role salience in career planning has been emphasized in research (Brown and Crace 1996; Cook 1996; Nevill and Super 1986; Super 1980).
- A standardized assessment tool for measuring the role salience was developed (Cook 1996; 3 Facilitating Career Development Through Super.s Life Career Rainbow Nevill and Super (1986)).

A chosen career affects personal development

- Super also asserted that as one moves through the life stages and juggles the various life roles, especially the work role, one's self-concept is being implemented.
- This assertion is underscored by others in career counselling who believe that a chosen career affects personal development and satisfaction with life (McIntosh 2000; Zunker 1998).



Strategies for Using LCR in Career Counselling

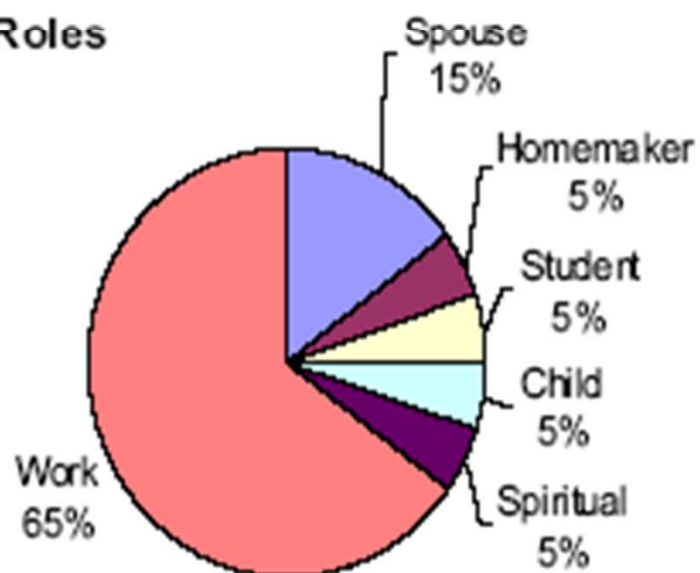
- Super's life-span feature is useful for identifying the stage of a client's career development, and in formulating goals for counselling.
- For instance, if a counsellor determines that a client is at Super's exploration stage, one counselling goal may be to help the client narrow personal career choices, or better still, commit to one choice.
- An illustration of this scenario would be a college sophomore who has difficulties picking out a major because so many disciplines seem interesting. Helping the student make an informed decision when choosing a major will then be the primary focus of the counselling sessions.



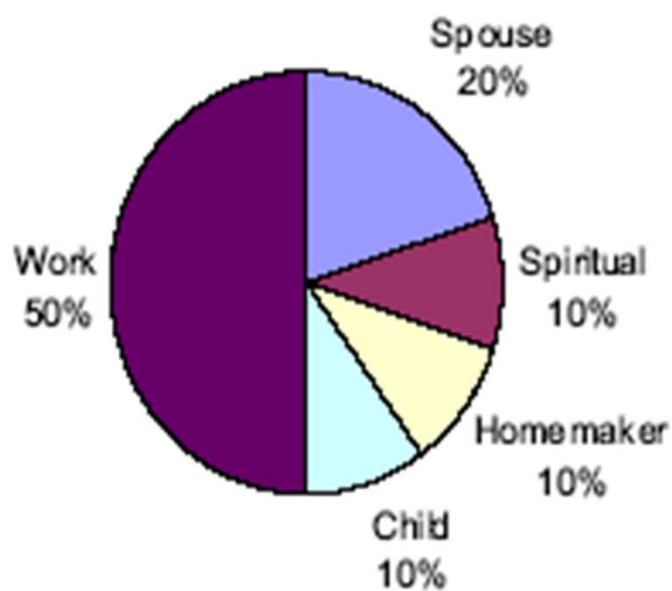
Figure 1

Current and Future Life Career Rainbow

Current Roles



Ideal Roles



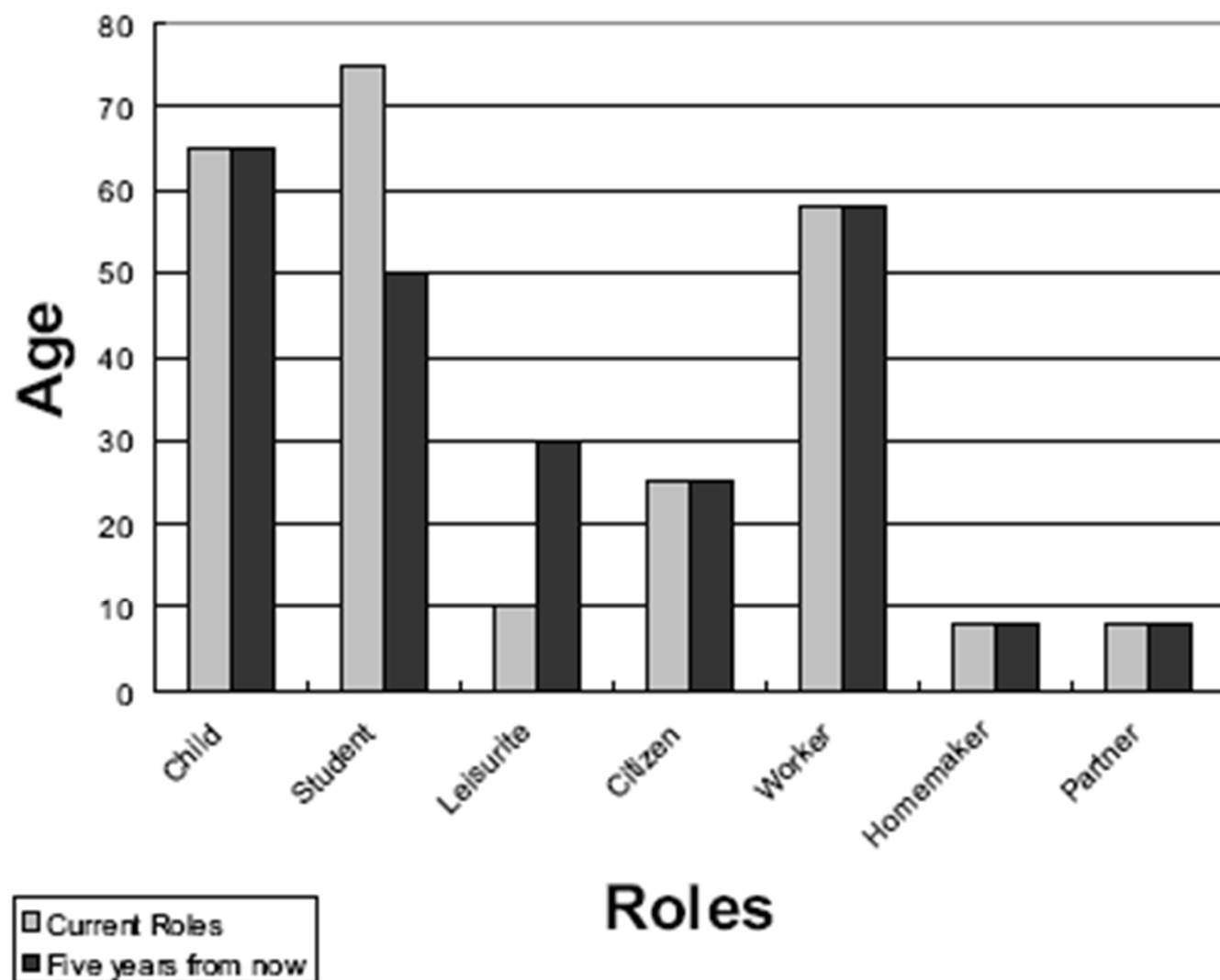


Life Space

- The life-space segment of the LCR can be used as an effective qualitative assessment tool. This assessment is accomplished mainly in two ways. First, clients are asked to develop their current and ideal LCRs.
- If there are discrepancies between the two, as shown in figure 1, clients are then directed to discuss plans to attain ideal LCR.
- They are also encouraged to identify possible barriers and challenges that they might encounter in their bid to reach ideal roles.
- Suggestions on how the clients could work towards attaining ideal roles while effectively tackling any challenges would then be discussed.

Figure 2

Current and Future Life Career Rainbow



Future Roles

- LCR may also be used to encourage clients to begin to think about their future roles in relation to career planning.
- For instance, clients are urged to consider specific roles through their LCRs that they envision playing five to ten years from now (see figure 2).
- This helps clients plan ahead by setting up tentative reachable goals. The counsellor then collaborates with the clients in identifying useful strategies for attaining their goals.





Creative of Client

- Clients are quite creative with pictorial and graphic illustrations of their LCRs.
- Some use computer graphics, pie charts, histograms, or collages to depict their LCRs.
- Others incorporate roles in addition to the original nine roles identified by Super, for example, the spiritual role.

Culturally diverse population

- Difficulties that they may encounter when using LCR with this group. One is the belief or perception of some culturally different persons that society at large makes it difficult for them to develop and implement their ideal LCR because of racism and discrimination (Okocha 1994).
- Another challenge is the lack of visible positive role models, making it difficult to visualize realization of ideal LCR.
- Another hurdle related to lack of positive role model is associated with self-efficacy issues.



Tips for working with culturally diverse populations

- Empower the clients appropriately by positively identifying their known strengths, especially their functional and transferable skills as reflected in the roles identified in their LCR.
- Confront clients' negative self talk by carefully analyzing their narratives.
- Advocate for the clients when necessary; for example, when clients encounter racist or discriminatory prospective employers.
- It is suggested that the LCR be used with career planning groups. The group dynamic process provides opportunity for support and insight for group members.





求職協助服務 (Job Search Assistance)

- 為求職者作出的首次評估、
- 在不同失業階段的深入輔導、
- 提供再就業津貼以及設立求職中心等。
- 經合組織研究發現這類介入的成本較輕。美國的大型試驗結果亦顯示這類介入對大部份失業者都有很正面的效果，而加拿大也有相同的正面經驗 (OECD 1996)

青少年就業輔導服務的需要

- Kerckhoff and Bell (1998): 當未控制其他有關人生決擇的變項時，輟學將會對研究對象十年後的收入有顯著的負面影響。而當控制其他變項後，輟學的影響即變得不明顯。
- 這些其他變項包括能否在輟學後成功找到工作，有否參加進修課程等等，可見輟學對收入的影響主要是在於輟學會增加青少年日後作出不利決擇(不利於獲得較高收入)的機會。
- 因此該研究的結論是，如果輟學青少年在其輟學後能把握某些機遇，則其作為成人後的處境，將不會與其他青少年有著顯著的不同



態度，溝通技巧，工作經驗

- Harrison and Weiss (1998)引述美國國家調查局一九九四年的研究報告指出，僱主考慮是否聘請一位員工時，將主要是根據員工的態度，溝通技巧，工作經驗，是否獲得公司職員或其他僱主推薦等因素，反而對於學員的學歷，學業成績，或老師的推薦等，是較次要的考慮。



Betz and Schinfano :

工作輔導介入與自我效能感

- 表現成就與同感經驗分別是指，透過參與者成功邊的人參與此親身的經驗，以及來提昇自我效能，言此語鼓勵他是有足夠的參與者進行某事，所會引起的情緒。研究結果表明，職業輔導對研究者的自我效能感有顯著的提升，而自我效能感的一些他們本認為未更有能力的職
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Armstrong and Crombie: 預期工作(job expectation) 和工作理想的分歧 (Job Aspiration)

- 當青少年預期工作和工作理想出現分歧時，他們會調整他們的預期或理想，以使兩者越加趨近，因此研究者提出當青少年出現理想與預期的分歧時，亦是他們的職志最有機會作出轉變之時，因此在此期間對他們提供職業輔導，實更為重要

手作仔計劃

手作仔同盟
計劃的介入

- +ve →

建立
職志

確定就業

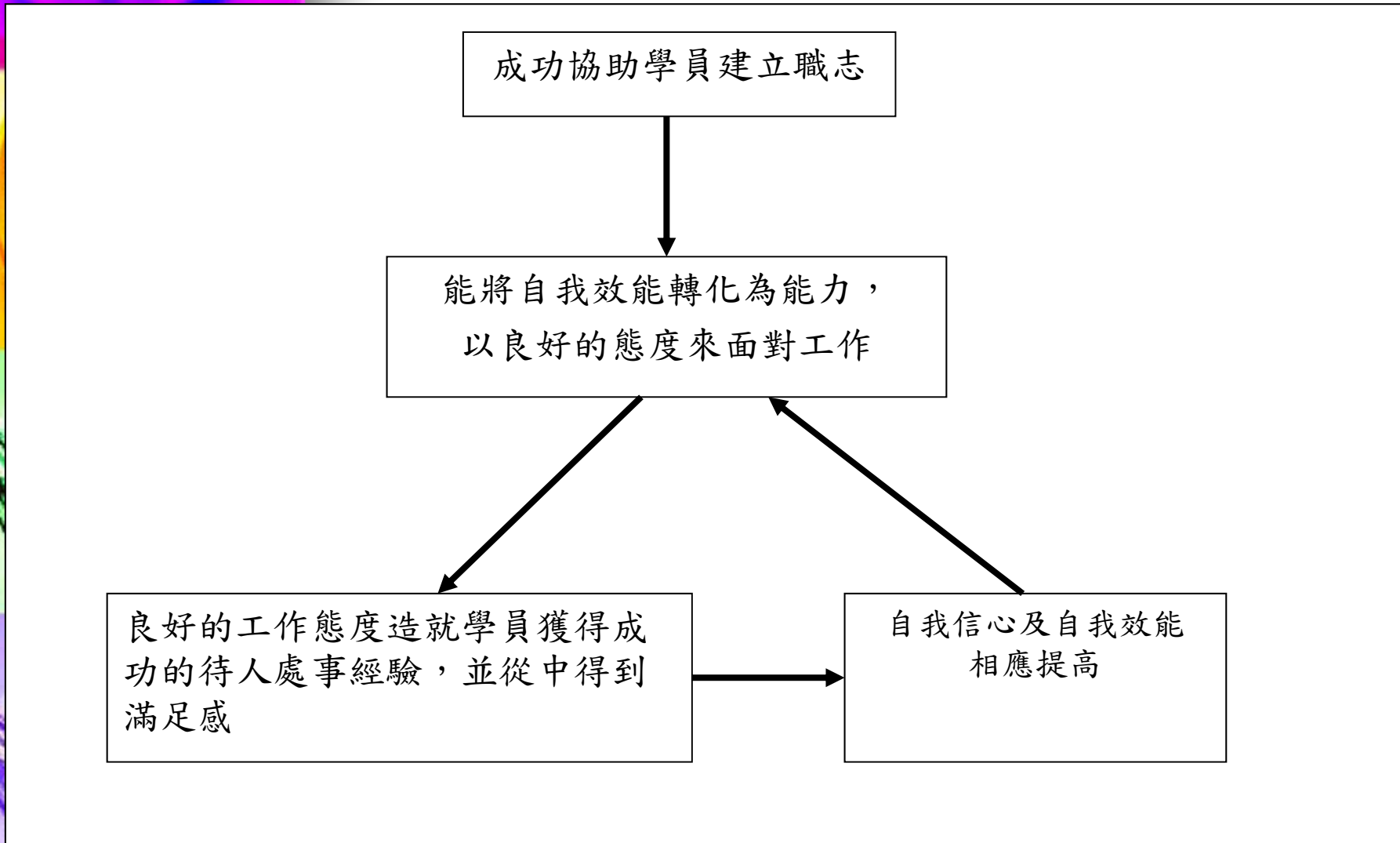
確定欲從事怎樣的一份工作
(工種、人事、
及工作環境，
行業前景及回報等條件)

- +ve →

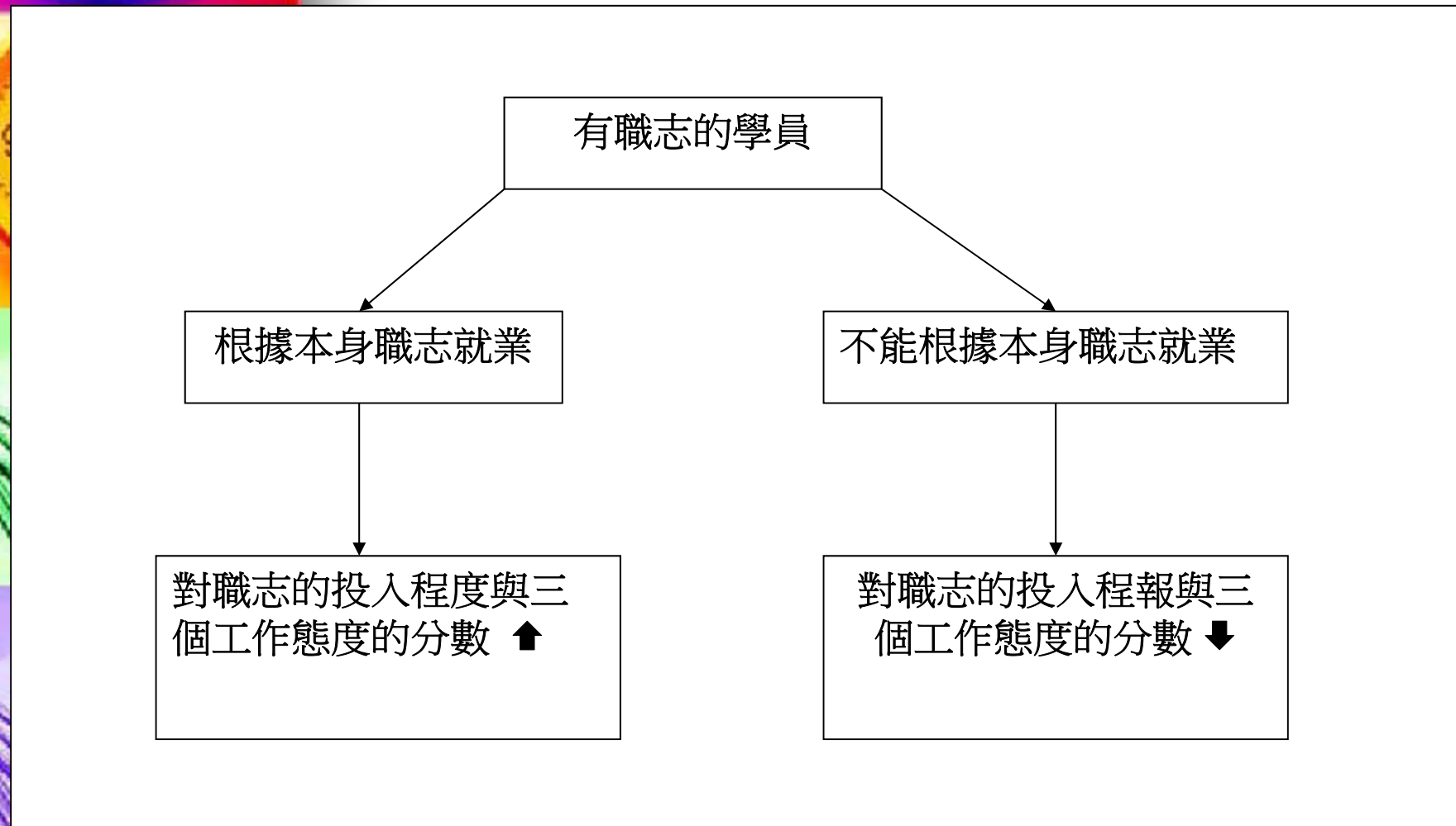
根據職志就
業

良好的行業認識
(認識越強、職志
越強)

自我效能高與良好工作態度的 良性循環



建立職志與自我效能高能發展 良性循環



Active Labor Market Policies ALMPs

- Public spending on labour market programmes absorbs significant shares of national resources in many OECD countries, these policies being expected to achieve a variety of economic and social objectives.
- For analytical and policy purposes, the OECD splits this spending into so-called “active” and “passive” measures



Active Labor Market Policies

- Active: comprise a wide range of policies aimed at improving the access of the unemployed to the labour market and jobs, job-related skills and the functioning of the labour market
- Passive: relate to spending on income transfers





Five Areas of ALMPs

- **Public employment services and administration.**
- **Labour market training**
- **Youth measures.**
- **Subsidised employment**
- **Measures for the disabled**

Public employment services and administration

- job placement,
- administering unemployment benefits
- referring jobseekers to available slots on labour market programmes.





Labour market training

- spending on vocational and remedial training for the unemployed
- training for employed adults for labour market reasons.



Youth measures

- training and employment programmes targeted to the young unemployed;
- apprenticeship training, which is mainly for school leavers, not the unemployed.



Subsidised employment

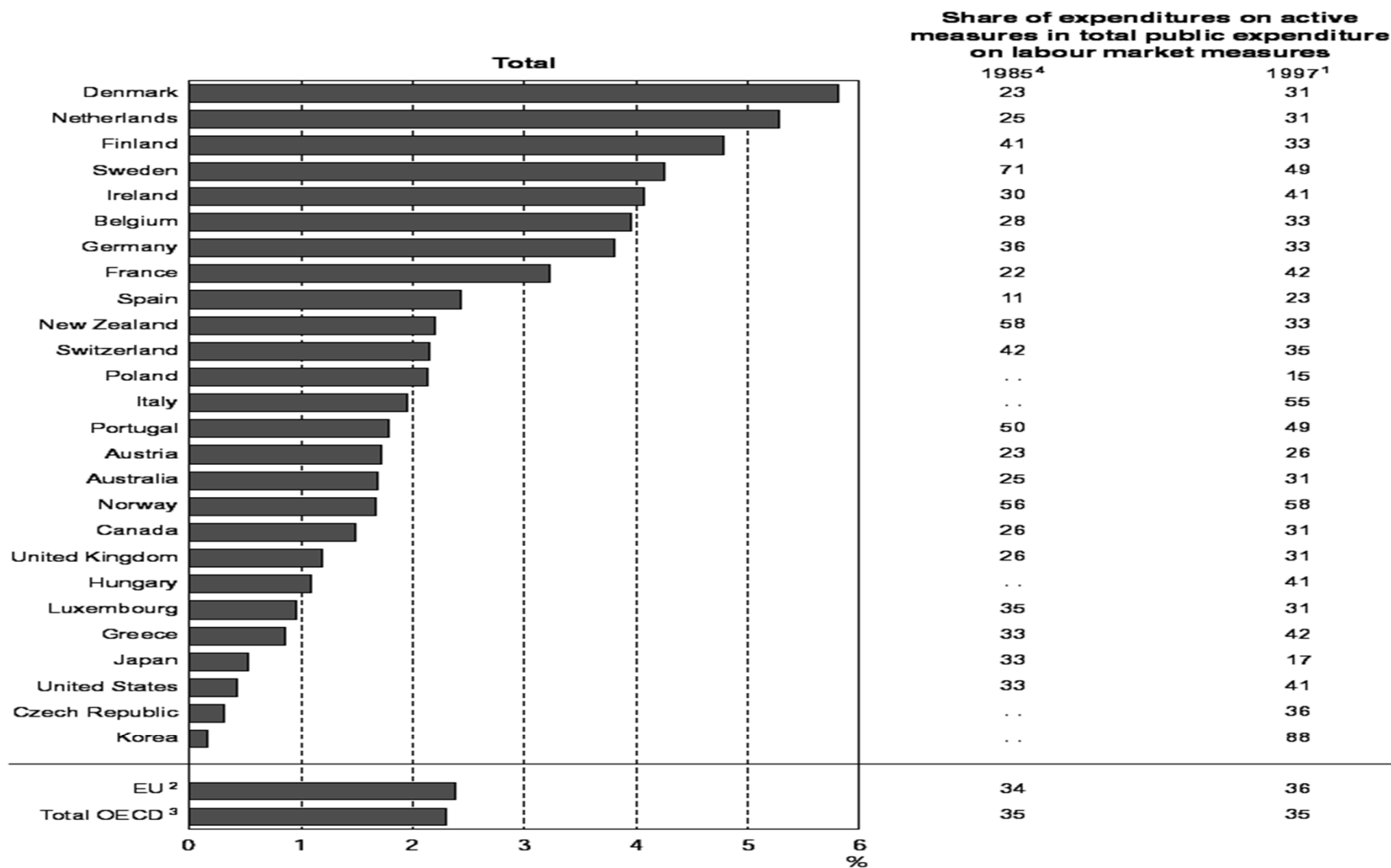
- hiring subsidies, *i.e.* subsidies paid to private-sector employers to encourage them to hire unemployed workers;
- assistance to unemployed persons who wish to start their own business;
- direct job creation for the unemployed in the public or nonprofit sectors.



Measures for the disabled

- vocational rehabilitation training and related measures to make the disabled more employable
- Sheltered work programmes which directly employ disabled people.

Figure 1. Public spending on total labour market measures, 1997¹
Percentage of GDP



.. Data not available.

1. Data refer to 1996 for Ireland, Italy, Poland and Portugal.

2. Unweighted average, excluding Italy.

3. Unweighted average, excluding Czech Republic, Hungary, Italy, Korea and Poland.

4. Data refer to 1986 for Denmark and Portugal, to 1987 for Japan. Germany refers to Western Germany.

Source: OECD Database on labour market programmes.



WHAT WORKS AND WHAT DOES NOT

-economic policy

- Since one of the main objectives of active measures is to assist the unemployed to get back into work,
- require a reasonably buoyant supply of job vacancies in order to be effective.
- If an economy is generating few vacancies, one should not be surprised if active measures prove to be relatively ineffective.
- Aggregate demand matters too. As *The OECD Jobs Study* has stressed, more effective active policies are only one element in a comprehensive strategy of macroeconomic and microeconomic measures required to cut unemployment significantly.

Formal classroom training

- *Help:* Women re-entrants
- *Don't help:* Prime-age men and older workers with low initial education
- Lessons:
 - Important that courses signal strong labour market initial relevance,
 - signal “high” quality to employers.
 - Keep programmes relatively small in scale.



On-the-Job-Training

- *Help:* Women re-entrants, single mothers
- *Don't help:* Prime-age men
- Lessons:
 - Must directly meet labour market needs.
 - Hence, need establish strong links with local employers,
 - but this increases the risk of 'displacement'





Job Search Assistance (*Job Clubs, individual counselling*)

- *Help:* Most unemployed but in particular women and sole parents
- *Don't help:*
- Lessons:
 - Must be combined with increased monitoring of the job-search behaviour of the unemployed and enforcement of work tests.



Re-employment Bonus

- *Help:* Most adult unemployed
- *Don't help:*
- Lessons:
 - Requires careful monitoring and controls on both recipients and their former employers.

Special youth measures

- *training, employment and subsidies, direct job creation measures*
- *Help: Disadvantaged youths*
- *Don't help:*
- *Lessons:*
 - *Effective programmes need to combine an appropriate integrated mix of education, occupational skills, work-based learning and supportive services to young people and their families.*
 - *Early and sustained interventions are likely to be most effective.*
 - *Need to deal with inappropriate attitudes to work on the part of youths. Adult mentors can help.*



Subsidies to employment

- *Help:* Long-term unemployed and women re-entrants
- *Don't help:*
- Lessons:
 - Require careful targeting and adequate controls to maximise net employment gains, but there is a tradeoff with employer take-up.





Aid to unemployed starting enterprises

- *Help:*
 - Men (below 40, relatively better educated)
- *Don't help:*
- Lessons:
 - Only works for a small subset of the population.



Direct Job Creation

- *Help:* Severely disadvantaged labour market groups (?)
- *Don't help:* Most adult unemployed
- Lessons:
 - Typically provides few long-run benefits and principle of additionality usually implies low marginal-product jobs.



Curb unemployment traps

- *The most direct step to curb the unemployment trap is to cut replacement rates.*
- *However, where actions were taken to cut replacement rates, they were usually motivated by budget considerations rather than out of concern about the possible emergence of benefit dependency or work disincentives.*



Actions Taken

- *political difficulties: make only marginal cuts in the generosity of benefit entitlements, but to tighten up on eligibility conditions for receipt of benefits and to develop “activation” strategies for the unemployed.*
- *The aim of activation strategies is to encourage the unemployed to be more active in job search and keep more in touch with the labour market.*



Different Strategies

- *Such strategies range from attempts to provide more effective job-search assistance to the unemployed and monitoring their search activity at one end of the spectrum*



Workfare

- *to making it obligatory on the unemployed to satisfy work tests or participate in active programmes*
- *or in education and training if they are to continue to draw benefits.*
- *Such activation strategies are becoming quite common for young people in OECD countries*
- *(e.g. Australia, Denmark, Ireland, United Kingdom), and they are even being extended to other groups of the unemployed in some countries.*