

從實踐中學習，推動團隊新的改變

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## Learning from Practice and Driving New Changes in the Team

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我們的旅程

# Our Journey

## 單位實踐經驗 Practical Experience

反思：生涯發展對誰是不適合？

Reflection: Who is not suitable for CLD?

反思：為何要建立「基準」？

Reflection: Why to establish "Benchmark" ?

方法：從欣賞角度回看團隊的生涯發展工作。

Method: Review our work on CLD with appreciation

方法：嘗試由熟識走到不熟識。

Method: From the known and familiar to what is possible to know and do

總結

Conclusion



旅程的起點  
STARTING POINT OF THE JOURNEY



# 我們的旅程 Our Journey

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**建立生涯發展服務願景和使命**  
Set up vision and mission of CLD services

**回顧現有服務**  
Review existing services

**訂立服務優次及相關策略**  
Establish priorities of services  
and related strategies

**行動實踐計劃**  
Action and implementation





## Phases of Pilot for Resource NGOs (9/2021 – /2022)



Phase		Timeline
1.	Preparation	15/9/2021
2.	NGO Briefing & Self-Review Exercise (1 & 2 )	11/2021-3/2022
3.	BM Facilitators gave briefing to RNGOs	
4.	Action Plan Formulation and Implementation	3-6/2022





## Stage 1 建立生涯發展服務願景和使命

Set up vision and mission of CLD services



### 運用數據和科學化的研究 讓同事理解生涯發展服務的圖畫和推展的意義

To enhance the team's understanding towards CLD services  
and the meaning of development through studying scientific data and analysis



### New evidence\* indicates that .....

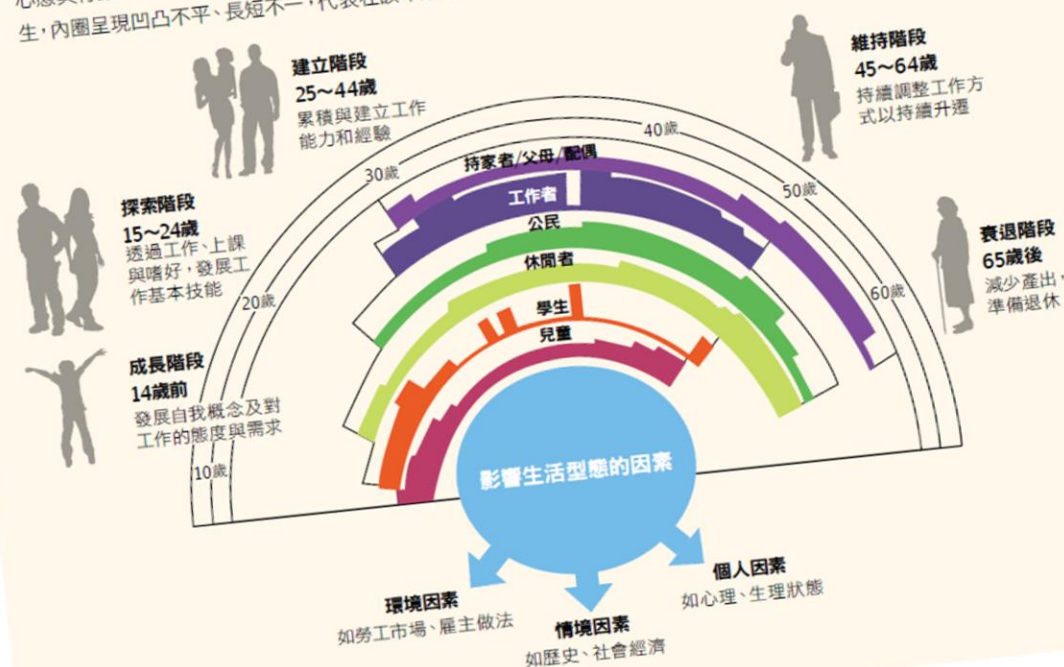
- Changes in attitudes - 7% changed their future plans; 20-28% reflected on their choices
- Motivation to study harder – average 9% increase in weekly revision hours
- Improved GCSE attainment - the equivalent of one student in 25 beating their predictions by one grade
- Lower achievers and less engaged learners responded best to the intervention

## Stage 1 建立生涯發展服務願景和使命

Set up vision and mission of CLD services

### 生涯彩虹圖：人生是多重角色的組合

1980年代，美國知名生涯發展學者唐納·舒伯（Donald Super）發現，人所扮演的身分角色影響人生每個階段的心態與行動，據此畫出「生涯彩虹圖」（Life-Career Rainbow）：不同的角色就像彩虹的不同顏色，橫跨人的一生，內圈呈現凹凸不平、長短不一，代表在該年齡階段不同角色的分量。



**反思：生涯發展對誰是不適合？**  
Reflection: Who is not suitable for CLD?



你想過怎樣的人生？  
How do you wish to live like?



人生怎樣過才是有意義？  
How to live meaningfully?



生命中，那些能力/技巧是不能失去？  
Any skills or techniques you do not wish to lose in life?

**生涯發展不是「選工作」，而是「經營人生」**

CLD is not to “choose a job” but to “manage one’s life”.

## Stage 1 建立生涯發展服務願景和使命

Set up vision and mission of CLD services

願景和使命

Vision & Mission



團隊是否認同生涯發展工作對個人成長是重要的？  
Do the team agree that CLD is important to a person's life development?



團隊對生涯發展是否有一個清晰、相近的理解？  
Do the team have a clear and similar understanding towards CLD?



團隊最想遇見一個怎樣的生涯發展藍圖？  
How do the team's most preferred CLD Road Map looks like?



## Stage 1 建立生涯發展服務願景和使命

Set up vision and mission of CLD services

反思：為何要訂立基準？

Reflection: Why to establish “Benchmark” ?



基準是否正在建立多一個SQS系統？

Are we establishing a new SQS system?



基準是否正在建立多一個評價成敗、好壞的指標？

Are we setting up a “benchmark” to evaluate the successfulness?



如果基準是建立一個團隊可以努力的方向。

If the benchmark provides a direction to our team,



就像「指南針」，是一個給我們引路的工具。

Like a compass, it will lead our ways to develop our CLD services

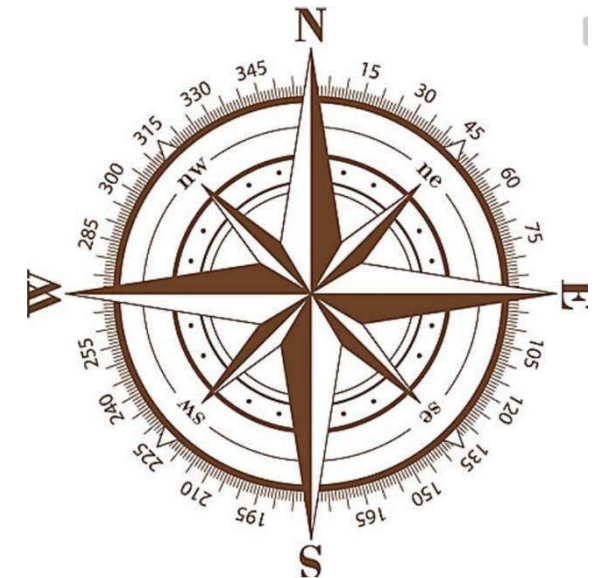


工具並非一個既定不變的方法

而是要依靠「人」去思考，選擇一條合適自己的路徑。

Tools are to assist “people” to think and reflect

and to choose a suitable pathway for themselves



## Stage 1 建立生涯發展服務願景和使命

Set up vision and mission of CLD services

### 由下而上，共建服務發展願景 From bottom to top, to co-create the vision

與同事共建「清晰」、「相信」的服務願景和服務藍圖，以激勵同事積極參與生涯發展工作

Co-create a clear and mission and blue print, as to encourage the team to participate in CLD.

### 資訊透明化 Transparency

為同事提供足夠資訊，例如：可能的工作量、分工安排、員工培訓、可運用資源等資訊

To provide sufficient information to the team, including the workload, division of work, staff training and resources.



### 重視持份者意見 Value of stakeholders' opinion

收集持份者的意見，找出最貼近他們需要的資訊，並評估各種溝通平台或渠道的成效

To collect opinion from stakeholders and to explore the most suitable information for service users, also to assess the effectiveness of various communication platforms.

### 委任合適的同事 Appointment of responsible colleague

委派合適的同事參與起動小組。她們的熱情、動力，將有效成為帶動服務開展的最強力量

To appoint a suitable and responsible colleague to initiate a working group. Their passion will drive our team to develop CLD services with power and energy.

## Stage 2

## 回顧現有服務

Review existing services



台灣蔣勳老師  
Mr. Hsun CHIANG from Taiwan

「你們在這裡工作5年了，有沒有人可以告訴我公司門口那一排是什麼樹？」

“You all have been working in here for 5 years, may anyone tell me what trees are those at our office door?”

「你們公司門口那排小葉欖仁的葉子漂亮到不得了，綠色會在陽光裡發亮。」

“The Madagascar Almond trees are so beautiful that the color of green shines in the sunlight.”



## 從「美學角度」看團隊的生涯發展工作

To view our CLD services from aesthetic perspective



## 有那些是被遺忘，但很珍貴？

Any valuable experience and stories being forgotten?



## Stage 2

## 回顧現有服務

Review existing services



# About the Benchmarks (BM)



BM is a tool that helps service units to self review

以國際標準自評服務單位生涯發展的**工具**



A systematic framework for service unit to plan its action within its structure & resources

根據服務單位**情況、文化、資源**，有系統地**檢視及計劃**



Facilitate goal setting and set priorities

讓服務單位**檢視生涯發展工作的目標**、安排需要**優先處理**的項目



No need to make big changes in existing practice

基於現況制訂**合理改變**



Different ways to inject CLD elements into existing plan

不同方法滲入**生涯發展元素**



Small steps at a time to head towards different milestones

以**小目標**達致更多**里程碑**





**To implement, or not to implement.....  
that's the question.....**



**EMERGING**

剛剛起步



**MODERATELY  
IMPLEMENTED**

頗具成果



**FULLY  
IMPLEMENTED**

全面推行

## 推動同事前行的力量：從現有活動中，好好停留、駐足欣賞 Moving forward with the team: To stay and appreciate our existing services

### BM5: 青年參與及共同創建

例子：

青年可透過參加各種形式的生涯發展課程或與升學及就業相關的活動，有機會與成人（如導師、「職趣達人」、家長等）和朋輩之間**擴展聯繫和協作**。

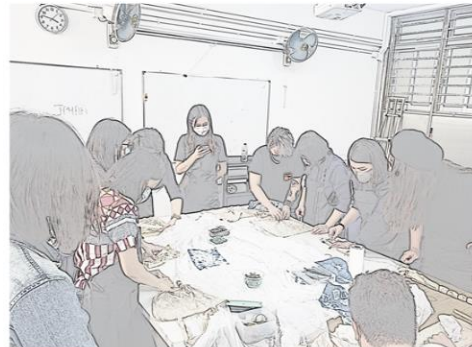
Youths are enabled to extend connections and collaborations with adults (e.g. mentors, Serious Leisure Devotees, parents) and peers on career and life development, through participating in various forms of CLD activities.



- 機構/服務單位是否每年舉辦最少一個與**青年共同創建**的生涯發展活動？Does agency/ service unit is able to provide opportunity for an individual youth to give their feedback/opinion on the planning of at least one activity related to career and life development？
- 機構/服務單位有否為青年在生涯發展方面提供機會與成人（例如師友計劃中的導師）和朋輩**擴展連繫**？Does Agency/Service unit provide an individual youth<sup>2</sup> at least one opportunity to extend connections with adults (e.g. mentors in mentorship programme) and peers on career and life development？



BM Facilitator



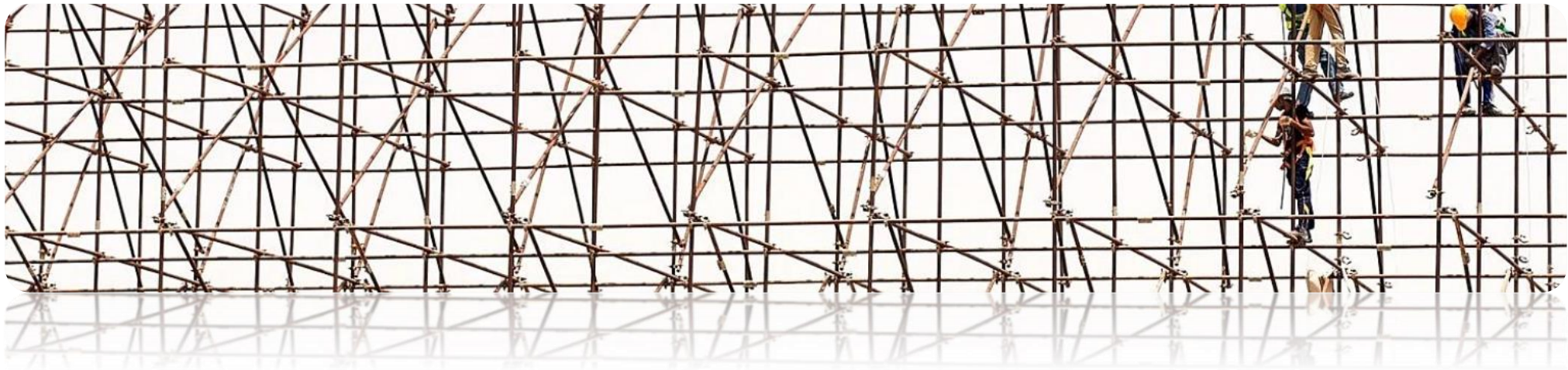
## Stage 3 訂立服務優次及相關策略

Establish priorities of services  
and related strategies

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由熟識走到不熟識 (From the known and familiar to what is possible to know and do)

那些是我們做得很好，有那些是在未來的日子「大家」想創造，讓服務更貼合服務對象需要。





## Stage 4 行動實踐計劃 Action and Implementation

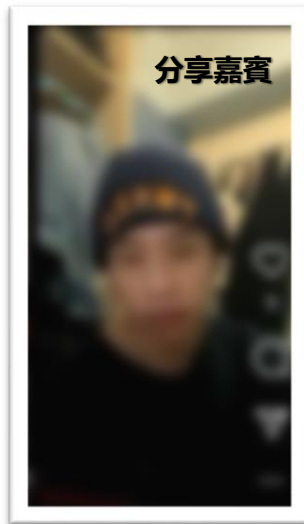
### BM9 : 與持續進修機會作有意義的接觸

#### ➤ 締造希望 Serve with hope

- 朋輩同行 Peer Support.
- 從當事人角度出發  
Start Where The Client Is

#### ➤ 擴闊眼光 Broaden our horizons

- 提供入學需知「基本」門攔。  
Provide information on academic requirement and admission
- 了解不同地方的文化：異性相處之道。  
Understand the cultural differences: getting along with the opposite sex







**THANK YOU**