
事業興趣評估： 原則和方法

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主題一：甚麼是興趣？

興趣和能力、性格、和價值觀有何分別

Some Reflection Questions on your INTEREST:

- When you get free time, what do you want to do?
 - What is your favorite subject in school?
 - When you are in a magazine section of a library/bookstore, what type of magazine will you pick up and read first?
 - When I am _____, I lose track of time and don't want anyone or anything to disturb me.
 - If someone ask you what your favorite interests are, what would you say?
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Interest - Definition

- “..... an interest may be defined as a liking/disliking state of mind accompanying the doing of an activity, or the thought of performing an activity.”

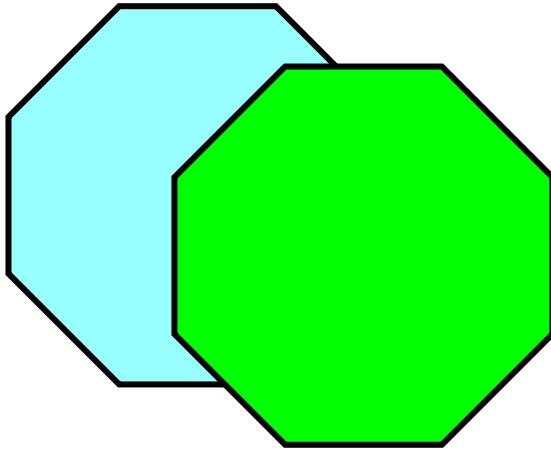
E. K. Strong (1955)

Elements of “Interest”

- 關注 (attention)
 - 感受 (feeling)
 - 活動 (activity)
 - 持久性，耐力 (intensity and duration)
 - 形成生活方向/習慣 (pattern, habits, direction)
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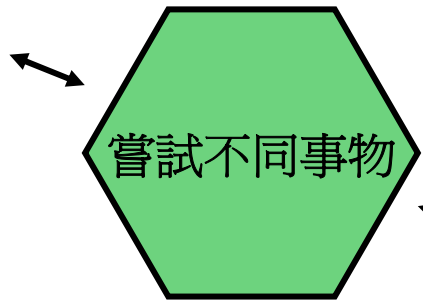
主題二：興趣與能力

- 興趣不同能力 (ability, competence) ，但兩者有明顯關係一：

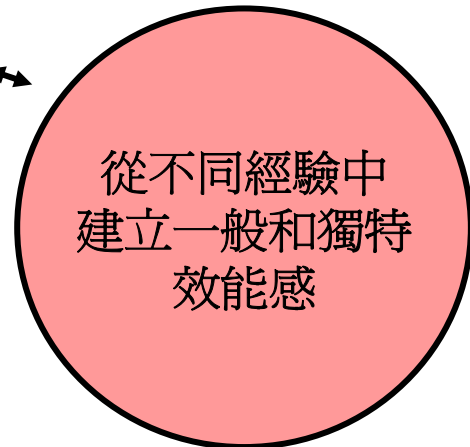




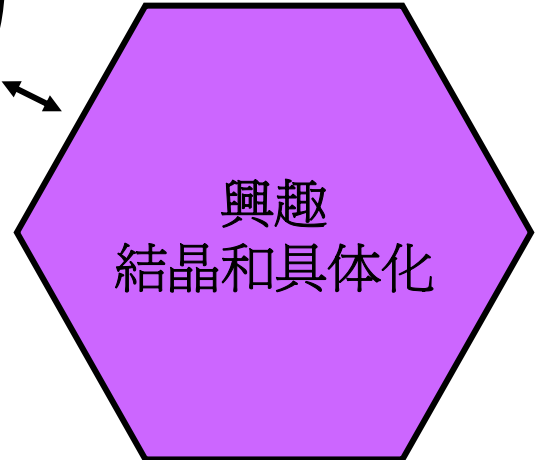
Self-efficacy
Competence



Experience
Opportunities



Specific competence
And efficiency



Crystallization of
Specific Interest

興趣與能力

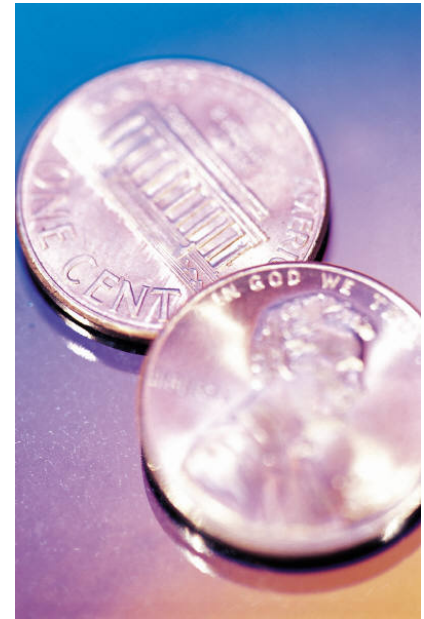
Relationship Between Interest and Competence

	Interest – Strong	Interest – Weak
Competence – Strong	(A) Strengths	(B) Develop Interests
Competence – Weak	(C) Develop Competence	(D) Low Priority Areas

興趣與能力

主題三：興趣和性向 (1 of 3)

- Holland 相信興趣和性向(性格)是一個銅幣的兩面 (two sides of a coin) 。



興趣和性向 (2 of 3)

- 每一類興趣，代表著不同的性格特徵。

Some Personality Descriptors of Holland Interest Types

R I A S E C

謙虛 坦白 依靠自己的 堅定的	有智慧的 內向的 學者型 獨立的	不平常 沒有秩序 創作性的 敏感的	樂於助人的 令人愉快的 喜歡與人相處 有耐性	有動力的 外向的 精明的 有野心的	謹慎 規則導向的 有效率的 有秩序的
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興趣和性向 (3 of 3)

主題四：興趣和價值觀 (values) (1 of 2)

- 擁不同的興趣的人，有不同的價值觀



Some Value Descriptors of Holland Interest Types

R I A S E C

垂視可見的成果	知識 學習	創意 自我表達	社會服務 公平	財務及社會上的成功	準確 賺錢
實質回報	成就 獨立	唯美	理解	忠誠 冒險	節儉 在商務或社會事務上的權力
誠實、常識				責任	

興趣和價值觀 (values) (1 of 2)

興趣



事業評估

價值觀

能力

主題五：興趣測驗有何功能？

興趣測驗能否告訴我
那一科目我最適合讀
或應該選擇甚麼職業

-
- **No** – No interest test can tell a person which occupation (or which subject) is the most congruent occupation.

-
- **Yes** – Interest test can inform a person clusters of occupations (or subjects) that a person might consider, which might bring satisfactions if the person engages in those occupations (or programs of studies)

興趣測驗有何功能？ (2 of 6)

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- **No** – An interest tests provides a test-taker with answers.

興趣測驗有何功能？ (3 of 6)

-
- **Yes** – An interest test provides test scores, which serves as information and data for the test taker to consider.

興趣測驗有何功能？ (4 of 6)

-
- **No** – An interest test provides information that is strictly related to career choice

-
- **Yes** – An interest tests provides information in the form of test scores that have implications on:
 - Career choice
 - Choices related to learning and education
 - Choice of leisure activities
 - Other implications that emerge in the interpretation process

興趣測驗有何功能？ (6 of 6)

Should Interest Test be the First Tool for
Teachers/Counselors to Help Students
Identify their Career Interests?

主題六：何時適合用興趣測驗？

In a Counseling Context

- A counselor should assess:
 - what the student's career-related needs are
 - whether the student would benefit from an interest test
-

Some Considerations

If the student has:

1. very weak self-awareness,
2. low in self-efficacy, and/or
3. very limited knowledge about the occupational world

An interest test would have very limited utility (might even have negative utility) for these students

Crystallization

- Students who are in the process of **crystallizing** their self-identity and/or vocational identity could use information from an interest test to facilitate, expand, and organize their self-understanding
-

Specification

- Students who are in the process of specifying their career choice (or choice of subjects) could use test information to explore and confirm their specified choices.
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Implementation

- Students who already have made a career choice (or choice of subjects) could use test data to confirm their choice. Interest test scores might not generate much new insight yet might serve to support choices that are already being implemented.
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When is the Best Time to Administer
an Interest Tests to Students in at a
Secondary Level?

主題七：不同的興趣探索
活動

Teachers Should Consider Different Interest Exploration Tools

- Interest test should seldom be the first tool to use in career guidance in secondary level. Students should be exposed to other interest exploration activities before doing an interest test.
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Bridging

$AB=C$

A

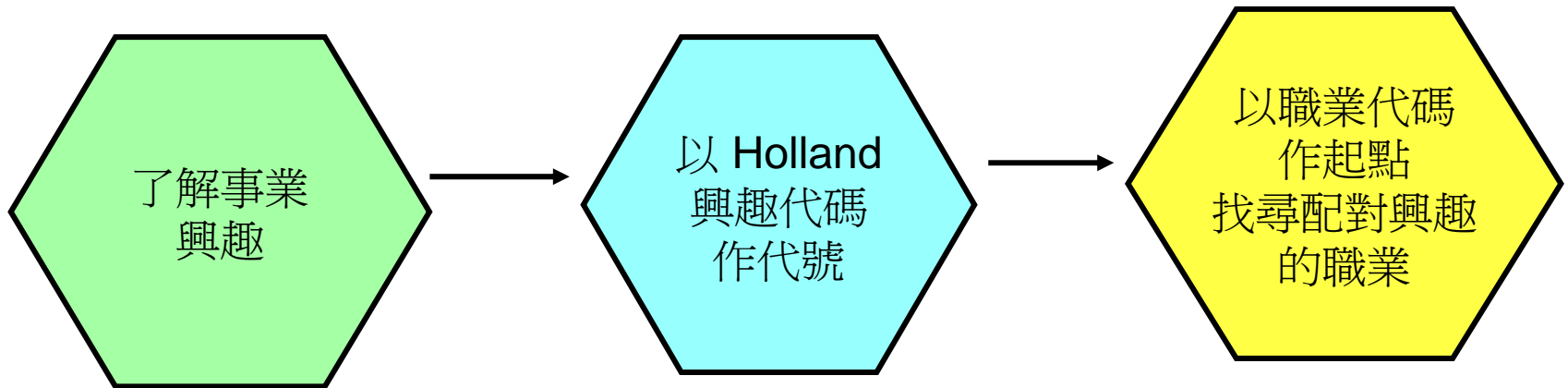
**Organize
self-understanding**

B

**Organize
the world of work**

Three Entry Points of Career Exploration Activities

從興趣代碼到職業代碼



Activity Cluster 1 – Knowing an Interest Framework

- Design a Holland framework game!!



(1) What does the “I” letter in Holland’s Theory Stand for

- Intellectual
 - Intuitive
 - Investigative
 - Independent
-

(2) Which of the following personality descriptors is most likely to be affiliated with the **Artistic** interest type?

- Inflexible
 - Creative
 - Organized
 - Competitive
-

(3) Which of the following subjects is most congruent with those with a high **Enterprising** interest?

- Education
 - Accountancy
 - Journalism
 - Business Administration
-

(4) Which of the following code is most congruent with the occupation “**Architect**”

- RIA
 - SEC
 - AIR
 - IRA
-

(5) Tom enjoys taking science and math subjects, he is most likely to have which of the following as his **primary** interest code?

- Investigative
 - Social
 - Enterprising
 - Conventional
-

Activity Cluster 2

- Guessing Holland 3-letter code of occupations/subjects

Answer – Occupational Codes

- 1. 土木結構工程師
IRE
 - 2. 消防員
RES
 - 3. 攝影採訪記者 (Reporter)
ASE
 - 4. 行政經理
ECS
 - 5. 會計/出納員
CER
 - 6. 中學教師 (文科)
SAE
-

Answer – Subject Codes

- 7. Hotel and Tourism Management
ESA
 - 8. English
ASE
 - 9. Mechanical Engineering
RIE
 - 10. Chinese Medicine
IRS
 - 11. Social Work
SEC
 - 12. Risk Management Science
CIE
-

Other Worthwhile Activities

- Identify occupations with similar codes (e.g., card sorting)
 - Ask a friend or a parent on one's interest code
 - Use the “Party Exercise” to identify interest code
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Benefits

- After a student participated in the above activities, some would already have known their interest code.
 - Students would benefit more from an interest test if they have a good understanding of the framework behind the test.
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主題八

**Holland 職業、科目分類系統的
制**

Holland Classification System

- Based on the Six Holland Interest/Personality Categories, each occupation is assigned a 3-letter code denoting the types of individuals who are most likely to be found in different occupations (that is, the dominant, secondary, and tertiary types of different occupations).
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How Holland Codes were Assigned to Occupations (1 of 2)

- 1960s, early 1970s – Based on interest test information of students and employees who took various interest inventories (interest test scores could be mapped using the Holland system).
 - The early version of Occupations Finders had 501 occupations.
-

How Holland Codes were Assigned to Occupations

- 1980s – G. D. Gottfredson et al. (1982) classified 12,099 occupations into Holland codes and GED levels
 - Used the early ***Occupations Finders*** Occupations as a base, and generate computer programs to assign codes to diverse families of occupations]
 - 1990s – 3rd edition of ***Dictionary of Holland Occupational Code***
-

Latest version of DHOC

- <http://career-assessments-tools.hollandcodes.com/dictionary.html>



O*Net

- An interactive web-based occupational resources center
 - <http://online.onetcenter.org/>
-

Occupational Codes – Some Limitations

1. **Inexact** – A code cannot fully reflect the characteristics of an occupation
 2. **Does not reflect within occupational variations** (e.g., same occupation but with diverse characteristics in different contexts)
 3. **Moderate agreement** between different sources – Different sources might have slightly different code (e.g., HDOC code not the same as O'Net code)
-

主題九：西方事業評估工具 的文化限制

Limitations of Career Interest Test Developed in the Western World

- They are written in English.
 - Items based on US cultural context
 - Bridging resources (e.g., Occupational Finder) not compatible with the Hong Kong context.
 - Costly and difficult to access.
-

Efforts are needed to:

- Develop good **bridging resources** (occupational and educational finders)
 - Develop an interest assessment instrument that is consistent with the HK cultural context at the **language** and **content** levels.
-

主題十：一個本土興趣測驗

Composition of an Interest Test

- Items on interested activities
 - Items on interested occupations
 - Items on competence
-

Step 1 – Initial Item Generation

- We asked a group of associate degree students to write down a list of:
 - activities they do
 - occupations they are interested in
 - and tasks that they are competent at



Step 2 – Initial Item Coding

- Organize these responses into an item pool
- Set up an expert panel to decide on the Holland code of these activities, occupations, and areas of competence



Step 3 – Item Confirming

- The panel decided on items to be included in the questionnaire (234 items)
- Items divided into Activities, Occupations, and Competence sections (78 items per section)

Inevitability, some items of the interest tests are similar to those of other interest tests developed elsewhere

Step 4: Norming

- A total of 2122 valid questionnaires were collected from 8 secondary schools, and the distribution of students in different secondary levels was:
 - F.4 – 826 students
 - F.5 – 739 students
 - F.6 – 347 students
 - F.7 – 210 students
-

Step 5 – Calculating Preliminary Reliability and Validity Information

- The Internal Consistency Reliability was satisfactory (Overall mean = .80)
 - There were gender differences in all the 6 interest scales:
 - Male > Female in R and I
 - Female > M in A, S, E, and C
 - Students in Science Track > Students in Arts Track in the R and I scales
 - Scale inter-correlation pattern was consistent with Holland's theory. Overall inter-scale correlation for male students was higher than female students.
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Inter-Scale Correlation

- between Adjacent Scales (RI, IA, AS, SE, CE, and RC) :
 - Male = .48, Female = .42
 - between types separated by one interval (RA, IS, AE, SC, ER, and CI):
 - Male = .44, Female = .35
 - between types opposite to each other (SR, EI, and AC):
 - Male = .36, Female = .26
-

Differences in HKCII Scores by Gender and Academic Track

Realistic

Investigative

Only 2 CII scales could discriminate between students in Science and Arts tracks (RI, scales).

M>F
Sci>Arts

M>F
Sci>Arts

Conventional

F>M

F>M

Artistic

M = Male Students
F = Female Students
Sci = Science Track Students
Art = Arts Track Students

F>M

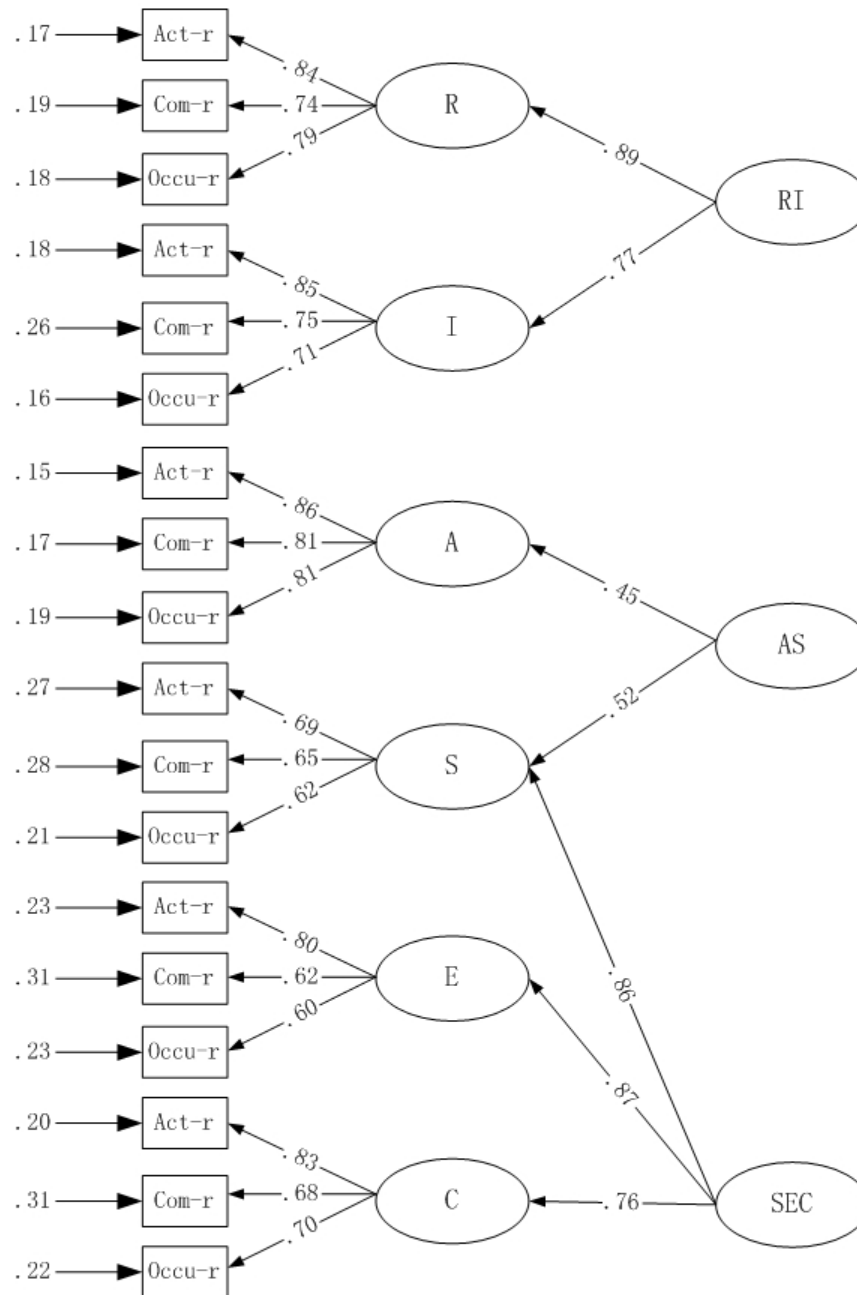
F>M

P<.001

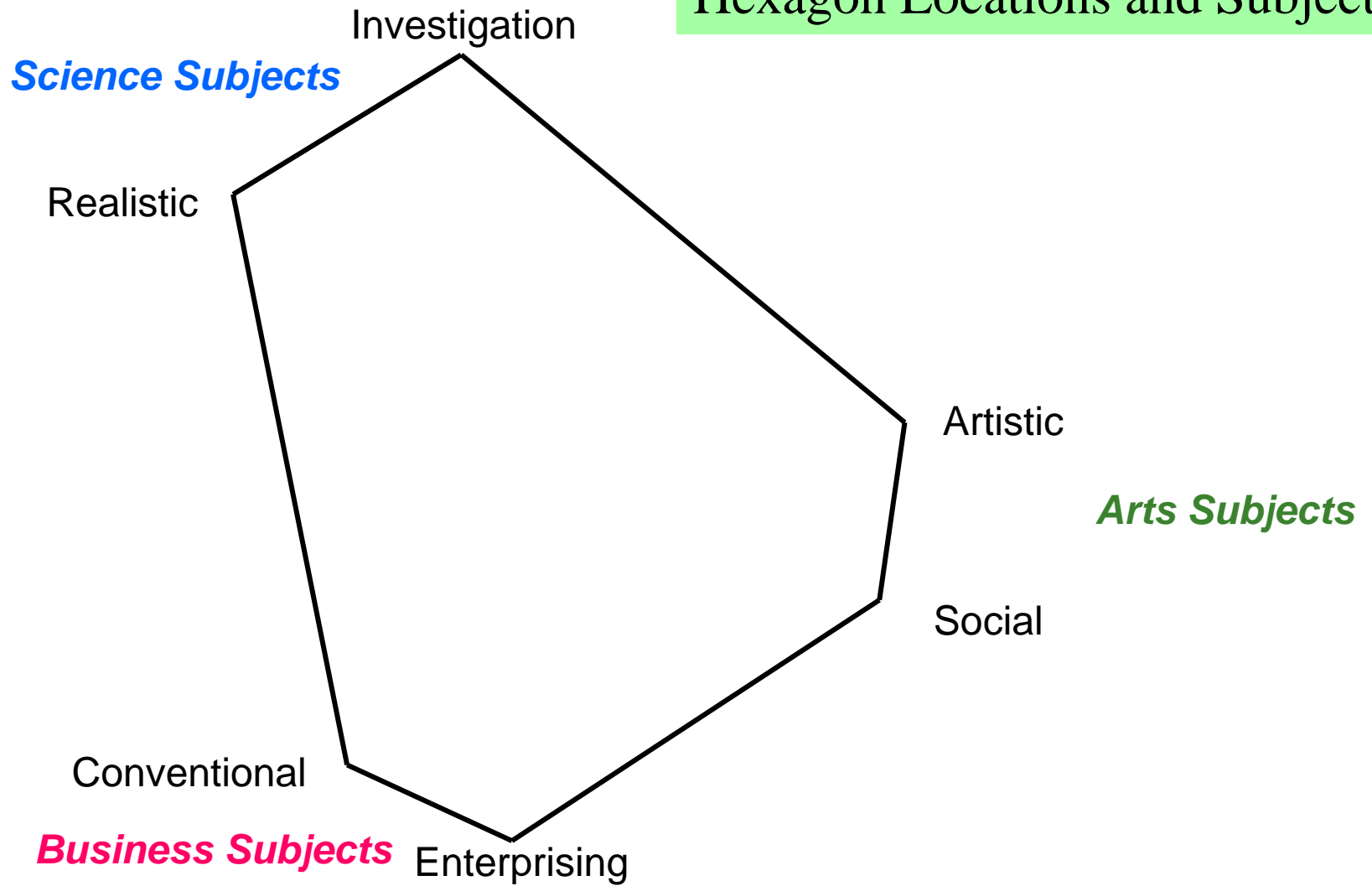
Enterprising

Social

$X^2(133) = 47.146$
 CFI = .912
 RMSEA = .148



Hexagon Locations and Subjects



Next Steps

- Recruit schools to use an on-line version of this test and continue the scientific and applied aspects of the project:
 - Examine client satisfaction (e.g., student, teacher)
 - Pursue some follow-up studies on validity of test scores
 - Continue to examine item and scale validity
 - See if a shorter version of the test could be developed
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