



THIS BOOK
IS DEDICATED TO

MY LATE FATHER MR. HWANG LUXIAN
MY LATE MOTHER MRS. HWANG WANG HUIQIN
WHOSE LOVING SPIRIT
LIVES ON IN THESE PAGES

Michael T.C. Hwang

2009.03.05



Abstract

From the four approaching sides of life dignity, life quality, career management and lifelong learning, the book describes systematically the whole career development of human. The content involved are career planning, experiential learning, life course, spiritual belief, life care, self-understanding, interpersonal relationship, pressure management, time management, leisure management, personal finance, mental health, career exploration and choice, holistic education and experiential career, etc.

There is a comparison between experiential learning and traditional learning in the book. Some different forms and projects on experiential learning are introduced, such as familial affection practicum, school association practicum, non-profit organization practicum, for-profit organization practicum government organization practicum, etc. It aims at helping students recognize themselves, others and surrounding environment so that they could suit for societies, manage personal career and promote self-values through experiential learning.

The Chinese version of the book has been listed into the 11th Five-year Key Publications Planning by state General Administration of Press and Publications, and the English version has been funded by the China Book International project and chosen as the China key publications for 2009 Frankfurt Book Fair. It can be used by undergraduates as a textbook for education of all-round development and also be referenced by general readers who take care of self-development and self-fulfillment.

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Career Management

— Experiential Learning

■ Michael T.C. Hwang



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我看，

我记得；

·I see and I remember;

我听，

我忘记；

·I hear and I forget;

·I teach and I have mastery.

快快乐乐地学习，快快乐乐地工作，快快乐乐地生活！

我
做，
我学到；

·I do and I understand;

我
教，
我掌握。

In February 2009, Dr. Hwang published another book on the academic outcome of practical exploration. For many years, we have heard Dr. Hwang's "classroom wisdom": "Do not get angry. Get even through accomplishments," and "Do not judge me for what I am now, but judge me for what I am yet to become." He has always used his concepts and stories to teach his students how to face loss and difficulties. His edification is the appropriate interpretation of "loss," "confusion," and "despair" to his students, for those who failed once will never forget the person who changed their fate. At present, an MBA degree is the most fashionable degree in China, with the highest status belonging to teachers who are both professors and doctoral tutors. In contrast, Dr. Hwang focuses his attention on those who failed in their undergraduate careers. Dr. Hwang holds a PhD from Harvard University, is a doctoral tutor at Huaqiao University, and is the president of an American university. He is also one of the "100 Outstanding Chinese" interviewed on CCTV. With such a successful career, it is hard to imagine how he can connect closely with those failed students.

I was introduced to Dr. Hwang by the students who failed their college entrance examinations, and were thus treated as losers. The policy of reform and opening-up in China brought more opportunities to students in higher education. Dr. Hwang was the first to bring Oklahoma City University's MBA program into China, and in 1985, his cooperation with Tianjin Business College began. The project is still ongoing at Tianjin University of Finance and Economics. In 1988, with support from Mr. Chen Mingzhang, the former Minister of Health, Dr. Hwang and President Cui Yitai from Tianjin Medical University built the first "hospice research center" in China. Later, Dr. Hwang brought Keuka College Project to China and created BBA teaching. Since 2002, Keuka College has been carrying out a joint program with Yunnan University of Finance and Economics, Tianjin University of Science and Technology, Jimei University, and Wenzhou University, which has gained approval from both the Chinese and American ministries of education. Students within the program can receive two bachelor degrees simultaneously. My school is located in remote southwest China where people had no understanding of joint programs and BBA's. Even if the program were to be approved by the government, it would not include the teaching plan and there would be few students involved. Therefore, those students that failed their college entrance exams are our target. Initially, Dr. Hwang did not understand China's educational system, but after facing a group of "bad students," he began his program of "providing education for all people without discrimination." The previously unknown course Career Management: Experimental Learning was introduced to students in 1999. Now nearly 10 years have passed, and Dr. Hwang has continued to keep in touch with both teachers and students, and continues to hold communication seminars. In February 2007, Higher Education Press published his book *Career Management* for college students, and in June 2008, published *Experiential Career* for secondary vocational students. I am very pleased that this book, the revised edition of *Career Management*, is going to be published, and has been listed in the National General Administration of Press and Publication's 11th Five-Year Plan Book Publication. What direction does this book take? According to Dr. Hwang, it is a course about self-choice, and finding personal interest and pleasure; it is a course on learning while doing, learning while playing, and learning from one's mistakes; it is a course that encourages whole-hearted study as if every day is one's last day on earth; it is a course about living life to its fullest extent; it is a course about doing what you want and gaining pleasure from it. It is so incredible that I once thought it was too good to be true.

Where are those "failed" students now? They are at the world's top four accounting firms, well-known multinational companies, domestic and foreign financial institutions, government departments, and domestic and foreign for-profit and non-profit organizations. They have become CEO's, professors, army officials, and diplomats. They are everywhere. Looking only at the results, it is impossible to tell where they graduated from,

and looking only at their origins, it is hard to believe that they have become so successful. According to the students, time offered them opportunity, Dr. Hwang provided them with confidence, and Career Management: Experiential Learning gave them drive. In the words of Dr. Hwang, “There are no failed students but failed teachers,” and “No one should be considered a failure, unless he or she gives up.” These words may be the reason why Dr. Hwang shows special preference to those who were previously treated as losers.

Looking back at the course *Career Management—Experiential Learning*, I wonder about the current educational system. What is the purpose of learning? Which is more important, knowledge or practice? What kind of talent does society need? What do students need to learn and how do they learn it? The majority of the time, we blame students for not working hard enough or not working in accordance with the requirements. Some schools are proud to have students who scored high on their college entrance examinations, but when those students fail in the job market, schools tend to complain about over-rigorous employers and posts that are difficult to fit into. Employers exclude those who do not understand career processes, career planning, morality, and how to combine learning with practice. Competition allows us to pay more attention to helping students get to know their environment and themselves, their careers, career adjustment and planning; and management of time, money, pressure, interpersonal relationships, and professional aspirations. In his book *Career Management — Experiential Learning*, Dr. Hwang sums up the experience of one’s life at all stages, and the significance and role of pleasure in life, career, and achievement. What makes this book all the more special is that the cases in this book came from students of the joint program who expressed their feelings on familial affection, love, for-profit organizations, non-profit organizations, associations, cross-culture interaction, etc, in order to help students understand career management methods and others’ experiences. If this course is conducted from the first year to the last year with different types of practicum in each year, divided into theory and practicum by professional teachers, and formed into the bases for experiential education, then the true value of this book can be seen.

As Dr. Hwang’s partner, I am more than happy to do everything in my power to help students in need.

Liu Ersi
Dean of International Business School
Yunnan University of Finance and Economics
Kunming
March 2009

Dr. Michael T.C. Hwang must truly be congratulated on the imminent publication of his new book *Career Management—Experiential Learning*.

Career management, as its name implies, is a process of self-cognition, self-management, career preparation, and actualization that allows one to realize one's goals. Career management is related to vocational planning, but has a broader and deeper significance. The orientation and basic concepts of this book are a holistic education, namely an educational module that can completely develop and individual's potential and cultivate a well-rounded person.

This book addresses a broad spectrum of problems in a person's life. The author begins with self-understanding, and then goes on to address the life process, understanding toward life and death, spiritual relief, personal finance, occupational career, interpersonal relationships, lifelong learning, etc. It covers concepts in philosophy, psychology, sociology, pedagogy, issues in management, economics, etc. With the inclusion of case studies and questions, this book provides even more helpful knowledge about career management and self-actualization for readers.

As a Chinese-American, Dr. Hwang has always cared about the reform and development of his homeland. He has always pushed positive communication and cooperation between China and the US in the areas of education, technology, and culture. In 1984, he took the lead in bringing MBA programs to colleges in China, which opened a new field in higher education cooperation between China and the US, and won praise from higher-level educators in China.

Career Management—Experiential Learning is the result of Dr. Hwang's many years of academic research. Although it is an academic work, its easy-to-read style and precise logic allow people to feel comfortable and clear while reading.

The publication of this book will not only benefit the development of the younger generation and provide guidance for their life management, but will also add a new "holistic education" textbook to China's repertoire.

This preface serves as both congratulations to Dr. Hwang for the publication of his book and a commemoration of our lasting relationship.

Prof. Wu Chengye

President

Huaqiao University

March 2009

Career Management—Experiential Learning bears the fruits of many years of Dr. Michael T.C. Hwang's teaching and research experience. Although I have been teaching for 27 years, I have never had the opportunity to teach in this field, so I feel relatively under-experienced to write a preface. However, given Dr. Hwang's great kindness, I would like to share some of my ideas toward this book.

The existence of education depends on human development. It is not enough to simply give a man a fish or teach people how to fish; people must understand the value and happiness of fishing. Namely it is the idea that education will not only provide people with the knowledge and skills to live, but will also teach them ways of understanding the value of life, thus enabling people to maintain a healthy and positive attitude in different living environments. People can therefore use their own knowledge and skills to create and develop ways to make themselves happy as individuals. Therefore, education emphasizes an individual's overall development: learning develops the mind, practicing creates talent, exercising makes one strong, cultivation perfects one's personality; *deep thought* allows one to pursue one's spiritual beliefs. This book addresses concepts of holistic education, thereby expressing Dr. Hwang's understanding and pursuit of education. Hence, the value of this book does not lay in merely learning a course, but making one understand the processes and values of life.

After reading this book, my understanding is that life, living, and career are closely connected. Life is the physical foundation of the living process; it bears the weight of living and one's whole career. Of course, a life without living and a career is also not significant. Living is a spiritual process that enables individuals to be human and different from other beings. It is undeniable that living is full of substance, but its essence is the psychological and spiritual experience. A human's life is short. Although it is a repeated and substantial process, it creates a large variety of spiritual results. Therefore, to experience various spiritual processes is to try to understand the beauty and significance of life. All the values of life and living are necessarily and embodiment of one's career process. The relationship between career and life and living, just as the relationship between an architect and designer, is to bring great ideas and designs to reality. The career process allows the significance of life and the value of living to be represented by a person's actions. Thus, life and living are not abstract, but have occupational and enterprising contents, giving spiritual value to human behavior. It not only has philosophical aspects, but also economic, political, and cultural aspects. Therefore, putting value of life into the process of career and understanding career on the level of life value and living significance not only extends the scope of career (thereby enabling it to be different from simply making choices about career and career planning), but also enables learners who want to establish and perfect their career plans to integrate their understanding and pursuance of life and living with concrete occupational actions. This should be education's mission.

The explanations of career management in this book are convincing. First, career management requires complete and overall self-understanding. Individual differences are the premise of various careers. Thus, it is important to accurately assess one's own characteristics, interests, intelligence, etc in order to design one's career well. Second, one can find one's own true occupational orientation by comparing one's individual characteristics with the requirements of a possible occupational scope. Third, in career management, one should pay attention to circumstantial changes during the process of realizing one's career. Last, career management and its applications should educate students in increasing their ability to estimate opportunity.

Another characteristic of this book is that it is full of individual ideas for the systematic teaching of career management. Dr. Hwang was extremely innovative in writing a career management textbook for Chinese students. The finished book is based on Dr. Hwang's sustained research on relevant topics, and also reflects his teaching experience on this course. This course system is a collection of his long-term observations and thoughts

on the value of life, occupational pursuit, and human behavior. This book contains theories that enable students to derive career management methods from rational consequence, and cases that enable students to develop these methods based on others' experiences. More importantly, this book consists of Dr. Hwang's own rich life experiences and the application of his experience to the whole course system. Through this course, students can finally realize Dr. Hwang's words: "Let's start a journey to a happy career!"

Dr. Hwang and his colleagues at Keuka College have benefited students at my university greatly by establishing a course in career management several years ago. From 2003 until the present day, our university has had a total of 975 graduates from the Keuka China Program. Through the practice of career management, this course has enabled students to understand the value of life and gain a deeper understanding of the significance of living through various practicum. Meanwhile, the students have become confident in their own careers. What makes me happier, however, is the joy of learning that these students experienced through this course. I think the charm of this course lies precisely in this.

It is unavoidable that anyone who reads this book will happily share its wonderful contents with their family and friends.

Prof. Wang Rong

President

Yunnan University of Finance and Economics

March 2009

Prof. Chen Fusheng
President
Wenzhou University
March 2009

Preface 4

My acquaintance with Dr. Michael T. C. Hwang started from the joint program between my university and Keuka College nine years ago. Dr. Hwang is the vice President of Keuka College. He flew from the other side of the ocean to open the joint chapter between the two universities as well as our personal friendship. It was my honor to read the book *Career Management—Experiential Learning*, and I am glad to share my ideas toward the contents of this book.

With the popular tendency of education, the employment of undergraduates has become a hot topic in society. The types, strategic positions and the focus of educational reform of schools are different; however, they all serve students. As the president of a university, I feel more and more responsibilities on my shoulders. I keep thinking about what we should do for these graduates when they leave school and start their careers.

From the theoretic exploration and practicum, Dr. Hwang tells us the possibility and necessity of providing the education related to career management, specialty development, interests guidance, and so on. It is also an innovation of education. There is more diversification in choosing careers today; each individual has the right to choose his or her own life. When a person has a clear self-cognition, he or she may make an operational and practical goal according to his or her situation, and try to effectively manage his future, that is actually the right of choosing a life. It has been popular and well received by students since career management education was introduced to Wenzhou University.

Though there are good tendencies for some career counseling business in China, as a whole, there is still a long way to catch up with the career management education that is provided in most western countries. Some western countries even start the career management education in primary schools, with various forms like vocational day, vocational interest test, social practicum, etc. In China, only if the employment of graduates becomes the concerned issue by societies could the career management education be paid more attention by the colleges. I fully believe that the publication of this book will surely push the research and practice of career management education in China.

Prof. Chen Fusheng
Party secretary
Wenzhou University
March 2009

Promoting quality-oriented education in an comprehensive way is the most profound reform since the 1990's in the field of education. The rise and implementation of quality-oriented education has led to a great debate. The main theme of quality-oriented education is to reform teaching content, methods and means, to absorb the latest outcome of natural science; humanities and social science; to build a new type of teaching pattern that can inspire students' creativity and allow them to have all-round development. There fore, the mutual encouragement and relationship of teachers and as students can be formed and a positive educational environment and social environment for innovative talents can be created. This allows each student to fully bring his potential into play and achieve all-round development. Quality-oriented education has achieved remarkable effects. The reform and practicum of school curriculum content, teaching methods and teaching means have been closer to the needs of students and the market. The teaching practicum has been further strengthened. The development of students' innovation has drawn more attention. The exam-oriented education is gradually being replaced while research-based learning, holistic education and lifelong learning are increasingly popular.

Dr. Hwang has a strong sense of responsibility. While traveling between China and the United States, he actively promotes cooperation and communication between Chinese and American universities. Dr. Hwang has built cooperative relationships in more than 10 Chinese universities, which has promoted the development of China's higher education. My acquaintance with Dr. Hwang started the joint program between Keuka College and Tianjin University of Science and Technology. The joint program has achieved fruitful results and cultivated a group of international and innovative management talents.

Dr. Hwang is a well-known scholar and educator with a rich knowledge of education, psychology, management, etc. He has published several books, such as *Introduction to Psychology*, *Child Psychology*, *Personnel Psychology*, *Managerial Psychology*, *Introduction to Career Management—Career and Life*, *Career and Life*, etc. He has been engaged in the education of college students, and has a rich experience in the guidance of career planning and experiential education practicum. *Career Management—Experiential Learning* is the outcome of his long-term research and working experience, and of theoretical and practical significance for educators and students.

This book describes the theory and practice of operation from the aspects of life, living, career, applications cases, and so on. It involves all aspects of life activities and covers how to form positive a life philosophy, values, happiness, and occupation. It provides many scientific learning methods, working methods and life attitudes, including the arts of getting along with people, stress adaptation, the cultivation of innovative and professional aspiration, improvement of professional skills, and so on. This book interprets a series of preparation for one's "self-actualization" and shows readers a comprehensive way of improving overall quality based on the concept of holistic education, and the individual's goal of balanced development from a unique perspective and rich informative cases.

With the deepening of economic globalization today, the requirements for talen are getting more comprehensive. Pursuing all-around self-development, planning one's career in scientific ways, dealing with the challenge of economy and society skillfully, and proactively creating brilliant life values have become burning issues of the youth and students. In my opinion, Dr. Hwang's book *Career Management-Experiential Learning* is a great teaching material for quality-oriented education. In his book, he uses his wealth of knowledge of

education, psychology and management. Lots of materials and lively stories may help readers realize self-understand, self-experience, self-perfect, and self-improve ment in order to blaze a shining life trail. Meancohile it provides educators with a rare reference book. This book is worth reading.

Cao Xiaohong

President

Tianjin University of Science and Technology

March 2009

I have known Dr. Michael T. C. Hwang for more than 5 years. It was a cool summer day when I arrived in San Francisco, California. As soon as my team and I got off the flight and without caring about jet lag or spending time to enjoy the beautiful scenery of the U.S. west coast, we drove straight to meet with Dr. Hwang. We spent the entire afternoon having a lively discussion about the joint program between Jimei University and Keuka College. After dinner, we continued our discussion until very late in the evening. Our discussion covered most of the details of the cooperation. Five years later, after we have had extensive dealings with each other, our eight-hour meeting back in the San Francisco Bay Area has proved to be very fruitful. Although it was the first time for us to meet, we felt like old friends.

What makes me respect Dr. Hwang is his persistent effort to carry out advanced educational ideas. Many of his ideas have turned out to be a very good basis for our cooperation. Dr. Hwang often tells his students that “There is no failure for those who don’t give up” and “Do not look upon me for what I am now, but judge me for what I have yet to become.” These sayings are simple, but reflect the infinite hope that an experienced educator has placed in the younger generation.

Dr. Hwang is a famous educator and psychologist. This book, “*Career Management—Experiential Learning*”, accumulates his research, thoughts and educational practices during his lifetime of learning. Throughout this book, he makes every student start from understanding himself, and try his utmost to excavate his potential capacity for learning. He tries to get students to understand what career management is, and how to plan one’s own career from combining theory and practice, and to finally complete the historical mission of life-long learning. That is to say that one is never too old to learn. Finally, students should aim to reach the level of self-actualization and personal breakthrough.

Over the past 6 years, more than 3,000 students of the joint program between Jimei University and Keuka College have used this book as their text book. Both career management and experiential education are listed in the course plan for these students and they were required to finish it as a required course. His teaching method, called ‘3I’, which stands for independent study, intensive teaching, and internet follow-up, has been implemented in four-year universities.

Dr. Hwang passionately designed and presented the course himself. He requires students to combine course lessons and theoretical knowledge through actively attending a series of practical activities. He encourages students to take advantage of their summer and winter vacations. For example, he assigns the freshmen to various social organizations, sophomores to non-profit organizations and juniors to for-profit organizations or high paying enterprises to participate in and experience career management. These activities include spending time at the library, nursing homes, orphanages, traffic control centers, medical centers, the Red Cross, the Wildlife Conservation Association, museums, and social welfare institutions. Through observation and the handling of daily affairs, students can understand the true meaning of gratitude and giving. Students are also required to write a report in both Chinese and English after having experienced all specified work. Finally, I want to mention that Dr. Hwang often attends a five-minute face-to-face talk with each student in person, from which the students gain tremendous benefits.

One important characteristic of Dr. Hwang’s book lies in its close combination of theory with practice. Through studying *Career Management* and taking part in the activities of experiential education, many students developed a better understanding of themselves and society, and a love of benevolence. Meanwhile their morality

has been enhanced and their practical experience has been enriched as well. Not all knowledge can be acquired by merely reading books. It is just as some students concluded in their reports, “I have learned a lot from this experiential education, from which I understand the importance of being a sympathetic person, and how to take care of others.” “It is also important to take an active attitude to communicate with others, strive for your own rights, and promote team spirit.” “Now I understand that to be a person with happiness you need to know about giving and taking, and that devotion to others is your first step to success.”

To every college student, college life is not just learning courses. Instead, it is about improving problem-analyzing and problem-solving skills through self-study. Dr. Hwang advocates that integrating the courses of “career management” with “experiential education” by conducting the teaching pattern of “classroom teaching+field period experience” throughout the entire college career. In this way, it improves learning and practical abilities. In Chengyi College, Jimei University, the average employment rate of the graduated students has reached over 90%, among which some of the students got excellent positions and some of them went to graduate school or went abroad for further education.

To Chinese students and Chinese higher education, the publication of this book is worthy of celebration. I highly recommend this book and hope that through the learning and application from this book, our students will love their careers, life, and alma mater. I hope our students can gain more abilities and skills, and enjoy a wonderful life. At the same time, I also hope that the future of the joint program between Jimei University and Keuka College is a prosperous one.

Prof. Gu Jiande
President
Jimei University
March 2009

As the editor of the English edition of Dr. Hwang's book, *Career Management—Experiential Learning*, I have become thoroughly familiar with the contents. I have also been teaching career management for the Keuka China Program for almost 3 years. My recommendation is therefore made in accordance with my understanding of the book and experience teaching career management in China.

In many ways, this textbook is groundbreaking endeavor. First, there is no other book about career management that is written by a Chinese professor for Chinese students and published in both English and Chinese. The theory and practice of career management is relatively undeveloped in China. Students in Chinese universities historically have not been given the opportunity to make choices about their careers and occupations and have not had to worry about a competitive job market. But with the tremendous growth of a competitive job market has come the need for new thinking about careers and jobs. This book provides such new thinking (e.g., holistic education, learning by doing, experiential education, lifelong-learning, etc.). There is a wealth of information, exercises, activities and case studies that will enable readers to think more systematically and realistically about their future, make better choices, and compete more effectively in the job market. Such a book has been sorely needed in China.

Second, this book combines western ideas, concepts and practices concerning career exploration and preparation with Chinese needs and realities. Until now, the Keuka China Program has been using textbooks published by western authors for western audiences. In many ways, those books are not relevant to the realities of Chinese culture and developing job market. Dr. Hwang's book is quite broad in scope, in accordance with a key theme of the book, "holistic education". Thus students and teachers will find information not only about careers and occupations, but also about life skills such as stress management, time management, personal finance management, communication and interpersonal relationships. All of the chapters have practical exercises or mini "case studies" that give students the opportunity to apply these concepts to their own lives and situations.

Third, this book provides a solid introduction to the two pillars of Keuka Field Period (FP 290-I & II) under one cover. Chapters 1-9 provide material that can be used for FP290-I (Career Management), while chapters 10 and 11 are specifically devoted to introducing the concepts of experiential learning and lifelong learning that are the basis of the FP-290-II course (Experiential Learning). Thus the book will provide students with a sound introduction to the theory and practice of the Keuka Field Period and will help to integrate the two Field Period courses.

There are additional strengths to this book. Although the book is big, instructors and readers will find it can be used quite flexibly according to the needs of the class and the time available. Each chapter is divided into sections with clear headings that allow easy reference for teachers and readers. At the end of each chapter, there are a series of "Study and Review Questions" to help students focus on the big picture and provide the basis for written assignments and exam questions if the teacher so chooses. Several of the chapters (especially chapters 3, 5, 6, 8 and 9) have practical exercises to reinforce learning and skills development. For example, the accompanying sample syllabus uses many of the book exercises as assignments for a "Career Portfolio."

I believe the book will be a useful addition to the Keuka China Program and I recommend it be used for the Career Management course.

Dr. Ken Johnson
Associate Professor of Career Management
Keuka China Program
March 2009