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***Cultivating students' intra-personal intelligence in career development process***

The paper will examine how the career development process can facilitate students to cultivate their intra-personal intelligence (namely, self-understanding, self-awareness, self-esteem and self-reflection abilities) that are not being addressed in current's secondary school syllabus, in which this is the most critical and crucial intelligence among the multiple intelligences advocated by Howard Gardner in 1983 for education and even for adult development. The lack of room for self-exploration and self-understanding of their own values, personalities, strengths during the adolescence stage drove students into a dead end or one-way street - following the standard of the society or parents' requirements, leaving no room for their highest possible self to emerge, which resulted in a divide in current self and the emergent self that represents one's greatest potential as identified by Otto Scharmer as the spiritual-cultural divide. The consequence of such is more serious in cities like Hong Kong with such a narrow-focus economy in which only limited career options are available or being recognised by the societal value. Such consequences has significant destructive impacts on both personal and societal levels, which create increasing depression and suicide rate, demoralisation of workforce, limited talent development, decreasing competitiveness as well as social instability.