

Read the latest career development news from the Asia Pacific region.

Join our group 

Asia Pacific Career Dev Assoc - August 2013

Asia Pacific Career Developments



Cheri Butler, Publicity Director; Tanya Bodzin, Newsletter Editor

IN THIS ISSUE

- [President's Message](#)
- [2014 APCDA Conference](#)
- [Review of 2013 Conference](#)
- [Presentation Tips](#)
- [Membership Benefits](#)
- [News from Peru](#)
- [Career Counseling in Indonesia](#)
- [Benchmarking Career Education in New Zealand](#)
- [Government Career Development in Taiwan](#)
- [Career Development in Canada](#)
- [Career Guidance in India](#)

President's Message

by Soonhoon Ahn



Greetings, APCDA Members and Friends! We have been on an incredible journey together over the past few years from Taipei, Taiwan where APCDA was birthed to Seoul where APCDA had its first Annual Meeting to Boston where APCDA joined the celebration of NCDAs 100th anniversary ([click here to see APCDA's congratulatory letter](#)). Many valuable presentations and stories about NCDAs history were shared at the NCDAs conference. Hope many of you saw Dr. Mark Savickas' 100-year summary about the development of career counseling in the US? It was inspiring to those of us planning for the next 100 years!

As you may know, APCDA also gave a presentation at the NCDAs Conference about our first Annual Conference that was attended by about 100 members. APCDA's Board of Directors also met and agreed to adopt bylaws changes ([click here to see the new bylaws](#)) in order to add Country Directors for each country represented by an APCDA Member. Congratulations and thanks to the following APCDA Members who have volunteered to serve for their respective countries:

- **Canada:** [Dr. Roberta Neault](#)
- **China:** [Mr. Dian Gu](#)
- **India:** [Dr. Narender Chadha](#)
- **Indonesia:** [Mr. William Gunawan](#)
- **Japan:** [Mr. Yoshiji Ishikawa](#)
- **Korea:** [Mr. Sungsik Ahn](#)
- **New Zealand:** [Ms Julie Urbahn](#)
- **Peru:** [Dr. Jorge Benites](#)
- **Singapore:** [Ms Sing Chee Wong](#)
- **Taiwan:** [Dr. Shelley Tien](#)

Volunteers for open Committee Director positions were also received, so APCDA now has a full slate of Committee Directors:

- **Bylaws Committee:** [Dr. Deirdre Pickerell](#)
- **Membership Committee:** [Ms Satomi Chudasama](#)
- **Nominations and Elections Committee:** [Ms Jessie Niu](#)
- **Professional Development Committee:** [Mr. Richard Knowdell](#)
- **Publicity Committee:** [Ms Cheri Butler](#)
- **Website Committee:** [Ms Diana Bailey](#)

Now our attention must turn to filling the President-Elect, Treasurer, and Secretary positions for 2014 and beyond! Yes, in all honesty, the work is painstaking and uncompensated, but the satisfaction of helping APCDA set a course for the future of global career development is immense! If you are interested, please contact me at soonhoon@gmail.com.

One proposal discussed at the annual meeting and subsequent Board meeting was to develop a country profile for each of our member countries. These profiles will be implemented over the coming year as our Country Directors have time to collect and provide the information. In the meantime, I hope you enjoy the articles below from our Country Directors. Remember that we can post information quickly on our website, so be sure to let us know if something is happening soon that others should know about.

Another proposal was to develop a Glossary of career planning terms. In each language in the Asia Pacific region, the words have slightly different meanings. Sometime, translating terms directly does not provide the right meaning. A Glossary could be a tool to help us understand each other better.

The International Association for Educational and Vocational Guidance (IAEVG) will be meeting in September in France. I am planning to attend with Marilyn Maze, Executive Director, and we will present on insights gained at the 2013 APCDA Conference in Seoul. A paper on this topic will be published in NCDA's webzine *Career Convergence* September 1. Please watch for it. If you do not already receive *Career Convergence*, you can add yourself to their email list by contacting nscrimsher@ncda.org.

I wish upon all of you restful and relaxing days filled with the pleasant chirping of birds and crickets during these last few weeks of summer!

[Back to Top](#)

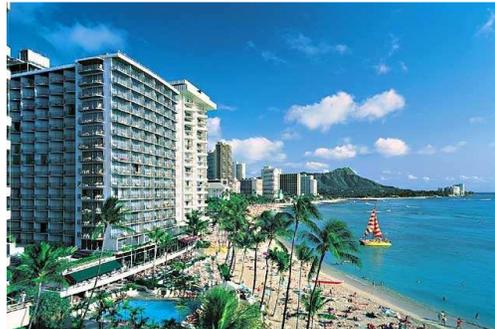
2014 APCDA Conference

by Dick Knowdell

All of the 2014 conference programs will be held at the Hale Koa Hotel on Fort DeRussy, the largest property on Waikiki Beach, Honolulu, Hawaii. The conference venue is located next to the Hilton Hawaiian Village and across the street from the Doubletree Hotel where most conference attendees will stay.

In April we held our first conference in Seoul, Korea and we drew 100 attendees from ten different countries. At the 2014 conference we hope to attract 200+ attendees from up to 20 different countries.

The deadline for submitting a proposal for this conference is November 15, but we already have an impressive line-up of speakers. Our Keynote address will be delivered by Dr. John Krumboltz on the topic "Helping Clients Benefit from Happenstance." The second day will begin with a presentation by Dr. Ed Colozzi on "Shifting From CAREER to CARE for K12 and Adults: Intentional Career-Life Counseling that Informs Discernment, Callings, Role Balance, and Wellness." The third day will begin with Dr. JoAnn Harris-Bowlsbey speaking on "From Super to Savickas: Theory to Support Practice."



At the 2014 conference, as with the Seoul conference, all presentations will be in English. Topics will be arranged in 3 tracks: working with high school students, college students, or adults. We are expecting to have a wide variety of presentations informing us of career development practices throughout the Asia Pacific region. [Click this link for the information on submitting a proposal.](#) We hope to see you there!

[Back to Top](#)

Review of 2013 Conference

by Satomi Chudasama



After much preparation and anticipation, the inaugural conference for APCDA took place from April 3-5, 2013 in Prima Hotel in Seoul, South Korea with the theme, "Opening the Doors in Asia: Sharing Career Development Practices." Over 100 career development and human resources professionals from nine countries, primarily from Asia and the U.S. participated in this memorable, exciting event. Participants were from China, Indonesia, Japan, Singapore, South Korea, Taiwan, Philippines, the United States, and Vietnam. It was co-hosted by the South Korea-based Career Consultant Forum (CCF). We were fortunate to be also supported and welcomed by Mr. Bang

Hanam, Minister of the Employment and Labor of South Korea and South Korean Congressperson Wan Young Lee.



The conference kicked off with a tour of Gyeonggi Women's Center as a pre-conference program, followed by a tour of Korea Job World where the opening ceremony and a keynote speech took place. Job World was simply an amazing experience where I witnessed a comprehensive, experiential career education that both adults and children could enjoy for hours. I saw a number of children experiencing different careers from dancing, baking, fashion modeling to conducting scientific experiments and archaeological field work to hustling cashier duties and many more. Surrounding them were adults taking pictures with huge smiles on their faces. These children even dressed up for the occupations they were trying out. Everyone was happy and giggly. This is such a fun way to educate our next generation of workforce. The opening ceremony included a keynote speech by Dick Bolles, author of *What Color Is Your Parachute?* The talk was done in English and translated to Korean. What an evening! It was filled with fun, excitement and education.

The second day of the conference started at 9:00am with a general session which included two separate presentations. The rest of the day was packed with back-to-back breakout presentations until 5:00pm. The only interruption was lunch time which included the introduction of APCDA. The third day went by in a similar way except that there was no breakout session; everyone was attending the same presentations. Those wonderful, quality presentations were focused on workplace, adults, adults in transition, high school students, college students, school to work, training career advisors, dual-career families, outplacement, and career seekers. Some presentations were centered on research and its findings while others were relating to best practices. A total of 24 presentations in addition to a keynote and the wrap-up discussion session were included in the conference. Those presentations were excellent in learning about what was happening in members' countries, challenges and hot topics. A number of participants expressed their appreciation for thoughtful presentations that were eye-opening and expanded their knowledge.

I personally witnessed great enthusiasm and passion of the participants from Asia and felt energized coming out of the conference. It made me become keenly aware of how much our colleagues in other countries had wanted an opportunity to share and learn like this. Meeting and interacting with them reconfirmed how worthwhile it is to launch APCDA and to organize the conference.

Besides the superb conference, I had a bonus in this trip. The bonus was a chance to visit Seoul for the first time. In spite of the limited time I had there, I was able to experience the culture and spirit of South Korea as well as to meet my friend from my graduate school for the first time in over 10

years. That, I have to admit, is a great thing about attending an international conference. APCDA conferences will be spread around different countries each year in the future, providing everyone with an opportunity to visit other countries. Our next conference in 2014 will be in Honolulu, Hawaii in the U.S. That's a story for another column in this newsletter (so make sure to read it, please!). I hope all of you will join APCDA conference each year to experience what I described here and more!

[Back to Top](#)

Presentation Tips

by Maggie New and Tanya Bodzin

When preparing a presentation for the APCDA Conference, here are some tips to keep in mind.

Consider the audience (many do not have English as a first language) If English is your first or second language:

- Speak slowly and articulate each word
- Do not read directly from hard copy or slides (Your audience can read what you have written there.)
- Use pauses and deliver sentences in a slow cadence
- Engage with the audience. Ask a question to get a response, or note something familiar in the audience such as acknowledging a delegation from a country you visited
- Audiences will remember success stories, case studies, and experiences.
- Audiences remember what they did and how they can apply it.
- It is better to share experiences, lessons learned, and best practices rather than share lots of statistics.

When reporting research to an audience of counselors:

- Explain the problem and why it is important
- In one paragraph or less describe the methods and population studied. Completely skip the analysis and any statistical tables
- Describe your findings succinctly
- Explain what the results imply for providing career guidance to your targeted population(s)

Designing an interactive workshop

- Get feedback from colleagues that your Power Point Presentation is clear, easy to understand
- Have enough handouts for the anticipated number of attendees
- At the beginning, explain what you hope to accomplish in the workshop
- Give clear directions. Ask audience if they understand directions
- Allow enough time for participants to interact and carry out directions
- Conclude with a synopsis of workshop goals and what participants did
- Allow 5 – 10 minutes for questions/ answers at end of workshop

Designing Power Point slides or visual aids that add value to both the content and entertainment

- Your Power-Point presentation should contain the "outline" or "important points" that you are going to talk about.
- Power point slides need have only key points -- the fewer words the better
- Restrict yourself to a maximum of 5 points/statements per slide
- Do not use clip art to fill space, unless it is related to the topic
- Select dark or richly contrasting colors to enhance the visual readability
- Provide your contact information on the first and last slide
- Build a presentation to deliver in the time frame allowed
- Compose a talk that has a welcoming start, gives the audience the purpose for the presentation then deliver the content, facts and close reviewing three points for a conclusion.
- Be bold, smile, expect applause, then bow or say thank you

Practice your presentation

- Deliver your presentation to a small group of colleagues or in front of a mirror
- Time yourself and allow 5 minutes for questions
- Do not exceed your allowed time, edit your presentation if necessary

[Back to Top](#)

Membership Benefits

by Marilyn Maze

APCDA is all about networking. Please join our APCDA LinkedIn Group (<http://www.linkedin.com/groups/Asia-Pacific-Career-Development-Association-4752543?>). This group is for APCDA members. Please share your questions or information on any professional topic on this group.

Another important benefit of membership is access to our list of members. Please use this important benefit! The first time you logon, you need to create a password. Enter your email address, then click "Forgot password" and go through the process of creating a password of your choice. After you logon, you should be taken to your profile. If not, click "View profile" which is under your name on the top right of our website (AsiaPacificCDA.org). While viewing your profile, click "Edit" to make changes. Please correct/complete your information and upload a photo of yourself. As counselors, we love to see faces and we often remember faces better than names. Please help to make networking more enjoyable by sharing your photo with our membership. Be sure to save your changes when you finish.

After you log on as a member, the "Members" menu topic will appear on our main menu. The "Member Directory" link appears on the menu when you click on "Members." When you click on "Member Directory," you will see a "Search" option. Enter a first name, last name, or email and you will see members who match. If you would like to find all members who match on any of the profile topics, use the "Advanced Search." You can find all members in a specific city, working in a specific setting, with specific interests, etc. This can be a really valuable networking tool. Please use it!

[Back to Top](#)

News from Peru

by Jorge Arturo Benites Robels

The Peruvian Career Development Association, PCDA, is very young like APCDA. It is just one year in existence. We are developing a course to train and prepare our Career Development Instructors with twelve Workshops. We will begin our first training on 13 August 2013.

[Back to Top](#)

Career Counseling in Indonesia

by Mr. William Gunawan

History

Career Counseling in Indonesia is rooted in the movement of guidance and counseling in the mid 1950, based on the need to choose a university major after students graduate high school. In the mid 1990s the government established the service of career counseling within the schools by appointing special guidance and counseling teachers in high schools. In 2013, along with the new curriculum, the importance of career planning has increased. At this time the government is making a new policy that emphasizes the importance of career guidance.

The State of Career Counseling

Naniek Dharmawan, Head of Musyawarah Guru BK (Guidance and Counseling Teacher Community) in Jakarta region, shared updated information about guidance and counseling in Indonesia. In 2013, there are nearly 1100 guidance and counseling teachers in Senior High School and 1200 in junior high school. These teachers, located mostly in Java, are in both in government schools and private schools. Most of the teachers have bachelors/undergraduate degrees in an educational or psychological field, and less than 10% have a Masters or Doctorate degree. A recent survey indicates that less than 50% of Universities have their own

Career Counselor or Career Center.

Challenge and Opportunity

Challenges for career counseling in Indonesia include that we are now using old and outdated resources to help students to make good career decisions. Right now, this problem is even more complex as most students have not had any work experience and have had little to no access to relevant career information. Therefore, a career intervention workshop like "Success After School" that we are conducting now is needed. A comprehensive approach that combines psychological assessment and counseling along with career information is a must.

Another major problem is the lack of research and knowledge sharing about up-to-date theoretical frameworks and their application. The lack of availability of career counseling services is another issue. With 33 provinces along the archipelago, we still need more than 100.000 guidance and counseling teachers to fill the gap. The majority of the career counselors are located in the western part of Indonesia (Java and Sumatra islands). The rest of the country has very few career counselors. In this rapidly changing country with a population of more than 250 million, career counseling should be moving to the next level to serve not just the students, but also the workers, professionals, people with disabilities, veterans, retirees and the general community. A greater connection and knowledge sharing with experts, scholars and professionals in career counseling worldwide is needed.

[Back to Top](#)

Benchmarking Career Education in New Zealand

Julie Urbahn

Careers New Zealand launched the Career Education Benchmarks – Secondary in 2011, the Career Development Benchmarks – Tertiary in December 2012, and the Career Education Benchmarks – Year 7 and 8 in March 2013.

"The completion of the suite of benchmarks is a major milestone for the education sector. High quality career education is a vital ingredient in securing a more prosperous future for our young people and for New Zealand," said Dr. Graeme Benny, Careers New Zealand Chief Executive.

The suite of three benchmarks are self-review tools that New Zealand schools and tertiary organisations can use to critique the career education they deliver to their students against approved best practice criteria. They provide practical steps on how to make and measure improvements. They are already in wide use in a number of secondary schools and tertiary providers around New Zealand.

At the heart of the benchmarks are the student career management competencies that each student needs to develop to enable them to successfully transition from year 8 to secondary school, and from compulsory education to tertiary study or work.

Career Education Benchmarks – Year 7 and 8

In April Associate Minister of Education and Minister of Youth Affairs, Nikki Kaye launched the Career Education Benchmarks – Year 7 and 8 at Pukekohe Intermediate School in Auckland.

The year 7 and 8 benchmarks focus on improving the transition from intermediate to secondary school rather than on students making career decisions. "At year 7 young people are just beginning to form a concept of what "career" is – something that many adults still struggle with. At Careers New Zealand we define a career as being 'the sequence and variety of work roles – paid and unpaid – that someone is involved in over a lifetime.' Everyone has a career," said Dr Benny.

Improvements in career education at year 7 and 8 will mean that more students reach secondary school with a better understanding of themselves and how to choose the right subjects to enable them to be on the correct path to a career that is right for them.

Career Education Benchmarks – Secondary

The New Zealand Government has a Youth Guarantee programme with a goal that all students will achieve level 2 in the National Certificate in Educational Achievement – which it sees as the minimum qualification for success. High quality and effective career education in secondary schools is a key

contributor to achieving this goal as it enables students to make the connection between education and employment.

"Career education in secondary schools is the engine room of our systems for helping young people develop what are called career management competencies," says Paul Dalziel, Professor of Economics at Lincoln University.

Feedback from one secondary school that is using the benchmarks said "the benchmarks have shined a light on what is required and provide a clear direction of where to head with our career education. They are like a puzzle and I can see that we have some pieces, but there are many missing."

A recent survey of 332 schools conducted by Careers New Zealand found that 89% were either currently using or planning to use the benchmarks in 2013. This strong up-take of the benchmarks indicates that a high number of New Zealand schools are on their way to embedding best practice career education.

There is no compulsion for schools or tertiary organisations to use the benchmarks. However, the New Zealand Ministry of Education's National Administration Guidelines state that schools must provide appropriate career education and guidance for all students year 7 and above. Consequently many secondary schools have specialist careers advisors. One of the key dimensions in the self-review process for schools is that career development programmes and services are embedded in all key school documents and practices and not just the preserve of careers advisors.

Career Development Benchmarks – Tertiary

Dr. Peter Coolbear, President of Ako Aotearoa – National Centre for Tertiary Teaching Excellence, said at the launch of the tertiary benchmarks that there is an "assumption that tertiary learners are purposeful and have made careful evaluations on how study will support their career aspirations, however, the opposite is often true. Many are 'nervous explorers' – lacking in confidence in either their abilities or choices, or both. They are 'accidental travellers' exploring tertiary opportunities on minimal information."

The Career Development Benchmarks – Tertiary are an attempt to address this. They are a self-review tool for tertiary organisations to assess the quality of their career development programmes and services, and they articulate what good practice looks like from level 2 to postgraduate level.

One of the key competencies in the tertiary benchmarks is that students develop a marketable identity. Students who can articulate their values, skills, and interests, and who have a sense of self-awareness and can articulate these to prospective employers will have developed a coherent and robust marketable identity. Tertiary organisations with a high number of students with this competency can assess themselves as being highly competent in their career education practises according to the benchmarks.

Improved career development services in tertiary organisations will mean more students with the competencies to enable them to make sound career decisions and study choices, realise their potential, complete their qualifications and become effective contributors to New Zealand's economy and society. "The tertiary benchmarks are highly aspirational, but so they should be: they are a critically important enabler for people to pursue happy and fulfilled lives," said Dr. Coolbear.

If you would like to read the benchmarks, or find out about frequently asked questions, go to the links provided at the beginning of this article. Also, you are welcome to contact Julie Urbahn at Julie.urbahn@careers.govt.nz.

[Back to Top](#)

Government Career Development in Taiwan

by Hsiu-Lan Shelley Tien

Taiwan, the so-called Formosa, is a beautiful small island in southeastern Asia. With very limited natural resources, there is great focus on human resources especially human intelligence and interpersonal communication services. Career counseling is very important for individuals to develop their potential. Support for career services comes from the university, community, and non-profit organization, and the government. The Ministration of Education, Youth Commission (currently named as Youth Development Administration in Ministration of Education), and Bureau of Employment and Vocational Training (BEVT) are three main organizations in charge of career services for adolescent and adults in Taiwan.

Youth Development Administration

The Youth Development Administration emphasizes on enhancing adolescents' international competitiveness. This global viewpoint links different international subjects to formal education system and promote students' multi-experiential learning. The Youth Mobility Scheme (YMS is a program that allows young people to experience United Kingdom life. This program provides Taiwanese youths opportunities to visit the United Kingdom to experience local life, enhance their English capabilities, and promote exchanges for a deeper understanding between the citizens of both nations. This program will provide 1,000 opportunities annually for Taiwanese youths aged 18 - 30 to obtain short-term multiple entry visas via the YMS program for the purpose of full-time work, part-time work, volunteering, language studies, etc. Candidates may reside in the United Kingdom for up to two years. According to UK immigration laws, certificates of sponsorship issued by sponsor organizations are mandatory when applying for various types of residential visas. One must possess a certificate of sponsorship (compulsory document) when applying for an YMS visa. (Transcribed from the web site: http://english.yda.gov.tw/content_link.php?sn=52&act=prj)

The Youth Development Administration goals also include: (1) Promoting career counseling for youth and enhance their employability; (2) Encouraging young people to participate in volunteer services and their involvement in public affairs; and (3) reinforcing diverse learning for the youth and (4) expanding and enhancing their international perspective.

Bureau of Employment and Vocational Training

Bureau of Employment and Vocational Training (BEVT) is another government organization working on youth and adults vocational development. Vocational training and employment services are the two major focuses. For vocational training, there are 7 affiliated vocational training centers providing training services of mechanism, electrical engineering, cultural creativity, tourism and leisure, mode making, air conditioning, informational services, computer editing, industrial electronics, and so on. They build upon the cooperation with businesses to carry out joint programs.

For employment services, they scrutinize qualifications and issue certificates to employment service professionals and training instructors. They provide services to physically and mentally disabled, including vocational training, skills certification, employment services, career counseling and guidance. For Other information regarding BEVT, please refer to the web site: <http://www.evta.gov.tw/eng/home/index.asp>.

The Ministration of Education provides career education for students. Different departments in Ministration of Education organize and set up regulations for school systems to provide career education and career development for students at different levels of educational. They cooperate with professionals in different areas to promote career adolescent and adult career development. For more information, go to web site: <https://ucan.moe.edu.tw/>

[Back to Top](#)

Career Development in Canada

by Roberta Neault

Within Canada, career "work" is done by a wide range of career practitioners / counsellors with very diverse educational and professional backgrounds. In most parts of Canada, the profession is not regulated (i.e., career practitioners are not licensed by the government and their scope of practice is not clearly defined); the one exception is the Province of Quebec where career counselling has been regulated for many years. For more info about relevant professional certifications, see: <http://cccda.org/cccda/index.php/certification/certifying-bodies-and-options-in-canada-and-internationally>

In part due to this lack of consistent certification/regulation, it can be challenging to understand the full scope of work that career practitioners are engaged in across Canada and the competencies they require to do their work well. Several recent initiatives have helped to address this; brief descriptions and links to additional information

or relevant resources are provided here:

1. Canadian Council for Career Development

<http://cccda.org/cccda/>

This is a self-funded “umbrella” national organization with a mix of individual and organizational members (e.g., career development professional associations, leaders in Canadian career development, educators of career practitioners, researchers). The organization plays a national advocacy role, promotes career development awareness and initiatives, and facilitates inter-provincial/territorial collaborative partnerships and conversations on topics related to professional development, certification, evidence-based practice, and quality service indicators.

2. Canadian Standards and Guidelines for Career Development Practitioners

http://career-dev-guidelines.org/career_dev/

Initially developed through pan-Canadian consultations with diverse stakeholders, these Standards and Guidelines continue to be revised to reflect changes within the sector. They are widely used by career development practitioner trainers, employers, certification bodies, and individual practitioners to determine core and specialized competencies, identify strengths and gaps, and inform training initiatives.

3. Training for Career Development Practitioners and Career Counsellors

<http://cccda.org/cccda/index.php/the-career-development-profession/how-do-i-become-a-career-development-practitioner> (Note: Click on “click here” on the last line at this link to access a comprehensive “Inventory of Career Development Training Programs” in Canada, including both classroom-based and online alternatives).

There is diverse training across Canada for career practitioners and career counsellors, from certificate programs requiring no prerequisite education to Master’s degree programs in Counselling Psychology. Most of the specialized certificate programs have been benchmarked to the Standards and Guidelines and fully cover the core competencies; competencies within the areas of specialization are also introduced in several programs. Some of the training programs are pre-approved by various certifying bodies (e.g., provincial career development associations or international organizations such as the International Association for Educational and Vocational Guidance [Educational and Vocational Guidance Practitioner – EVGP] or the Center for Credentialing and Education [Global Career Development Facilitator – GCDF]).

4. Where’s the Work? Helping Career Practitioners Explore Their Career Options

<http://cccda.org/cccda/wp-content/uploads/2012/04/Wheres-the-Work-Workbook.pdf>

This tool was developed to help career practitioners recognize the variety of roles within the career development sector and also to raise awareness of the diverse employers who hire individuals with career-related expertise. The book begins with a brief historical overview of career services, then presents case examples and relevant descriptions of 12 roles and 10 distinct settings. It was co-authored by two members of the APCDA Board of Directors, Drs. Deirdre Pickerell and Roberta Neault.

5. Pan-Canadian and Regional Mapping Studies / Research Projects

Within the past 4 years, three comprehensive reports have been released that report research on the career development sector, the career service professionals working with in it, and skill requirements for career practitioners. Each of these offers a slightly different perspective of the strengths and challenges within the Canadian career development sector.

- 2013: Skill Requirements for BC’s Career Development Practitioners: An Exploratory Study (<http://www.cfeebc.org/reports/skill-requirements-for-BC-career-development-practitioners.pdf>)
- 2011: CERIC Survey of Career Service Professionals (<http://www.ceric.ca/?q=en/node/466>)
- 2009: Pan-Canadian Mapping Study of the Career Development Sector (<http://www.ccdf.ca/ccdf/wp-content/uploads/2011/01/PAN-CANADIAN-MAPPING-STUDY-OF-THE-CAREER-DEVELOPMENT-SECTOR.pdf>)

As these brief descriptions demonstrate, the career development sector within Canada comprises diverse professionals from a wide range of backgrounds and educational levels, who hold a variety of credentials and certifications. Due to this diversity, there is no “one size fits all” approach to training or professional development and, as a result, there are regional differences in terms of services offered and qualifications of service providers. However, this diversity has also fostered creativity and innovation – Canada’s career programs, services, and professionals all continue to evolve!

[Back to Top](#)

Career Guidance in India

by N.K. Chadha

Each one of us has different identities within ourselves. It could be social or individual- One helps us in placing ourselves in society, whereas the other relates to our self worth. Occupational identity of a person constitutes of both social and individual importance. It is his occupation or career which builds on his standing in his own eyes and in eyes of society. This in itself justifies the importance career or career guidance plays in our lives. Career guidance starts from the very birth of a child, as his parents or grandparents continuously guides him towards what to choose or what not to choose. This pattern of guidance is very evident in our India culture. The influence parents plays on the minds of youngsters regarding choosing the right career is immense. This influence acts both in a negative and positive manner. Positive in the sense of giving a direction to the child and negative in restricting the mental boundaries of the kid. It's not only the family but also the socio- economic backgrounds and environment which affect their career selection and even career development. Social and economic contexts provide the condition that shapes individual self- concepts or identity, the content and nature of the occupational structure, the form and freedom of access to work and who is likely to obtain what types of work. This has been the habitual ways of thinking for most Indian young people and their families. They have an amalgamation of attitude, opinions and notions which creates their idea of a career itself. For e.g.- which subjects a girl child should opt, what is best suited for a boy, what role a particular culture person should opt for, etc.

With the changing time, there has been a conscious attempt from the side of parents and children to look for diverse careers, get an understanding of them and then choose the right one. This trend is prevalent in urban areas. In rural areas the major chunk of students still don't have any idea about the different professional courses or even the competitive exams for different careers. This discrepancy is vast in India. Technology has enhanced this difference. The access of internet and computers is easy in urban areas whereas as it is missing in the rural ones. Due to these technological changes on one side there is information overload and on the other side, a lack of proper information- both leads to difficulty in choosing the right path in life.

A trend which has recently been noticed in Indian society is the building of educational hubs. There are places which have the best facilities and infrastructure for educating kids. To become the best, students comes to these places, live without their parents and social support around, which in itself is mentally taxing for them. Most of the times, just to follow the rat race a kid comes over to another city or state for studying. It's the lack of proper information and direction which leads them towards a wrong way. It is very important to open spheres for children, let them understand their capabilities and then accordingly, let them choose a career for themselves.

In the process of selecting what is right for them, it's necessary that the support and guidance of parents, teachers, schools and colleges should always be there. It's not only important for the children to have career counseling but it's important for the parents and teachers to have full understanding of career options, so that they can suggest a good and fruitful path to the kids. The India Career Development Association is involved in educating the families as well as the school teachers and counselors to guide the school and college students to pick the right career path.

[Back to Top](#)

Copyright © 2013 Aisa Pacific Career Development Association. All rights reserved.
Contact email: AsiaPacificCDA@gmail.com

You are receiving this message because you opted in at AsiaPacificCDA.org

[Unsubscribe](#)