

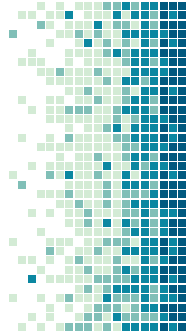
# Career Development Practices in Educational Settings in Asia: A Critical Review for Future Research

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## 1.0 THE 4IR

Fourth Industrial Revolution



*"4.7% will lose their jobs to automation."*  
(Frey & Osborne, 2013)

*"9% are at risk"*  
(Autor, 2015)

*"30% resumes with new skill sets."*  
(Amtz, Gregory & Zierahn, 2016)

*"Changing the nature of work,"*  
(WEF, 2018b)

*"Instability & Opportunity"*  
(Lent, 2018)

*"Proactive strategies to manage barriers, build support & advocate for one's own career-life future"*  
(Lent, 2018)

*"Important of Purpose."*  
(Schwab, 2017)

### Futures of Work (WEF, 2018a)

- 1) WorkForce Autarkies
- 2) Mass Movement
- 3) Robot Replacement
- 4) Polarized World
- 5) Empowered Entrepreneurs
- 6) Skilled Flows
- 7) Productive Locals
- 8) Agile Adapters

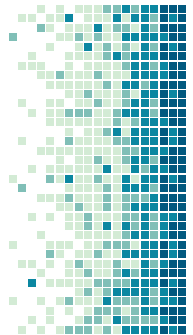
### Future Work Skills (WEF, 2018a, 2018b; Bakshi, 2017)

- Adaptability
- Analytical Learning
- Active Learning
- Cognitive Flexibility
- Collaborative Leadership
- Communication Skills
- Complex Problem Solving
- Critical Thinking
- Entrepreneurial Mindset
- Social Skills



## 1.1 THE 4IR

Career Development



## Career Development Literature

- Relatively silent (Barley, Bechky & Milliken, 2017) apart from a recent Special Section: *Career Development in the Digital Age* in the Career Development Quarterly, 4 articles and an introduction were published

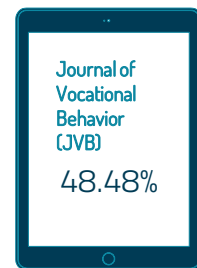
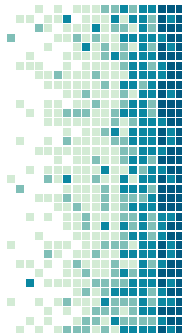


1. What is Asia's current career development practices?
2. Are the practices in line with the future of work?
3. What are the gaps for future research and practice?



## 2.0 Method

Career Development & Asia



Garriot et al., 2017

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## Inclusion

- Period from Jan 2014 to Dec 2018
- "Career Development"
- Education
- Country Name (Excluding Transcontinental countries, and countries located in Asia but is European in nature)

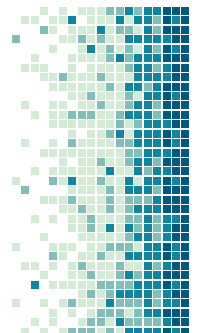
## Exclusion

- Non-educational setting population
- "career development" not found within text



3.0 + 4.0 + 5.0  
Findings + Discussion  
+ Future Directions

Career Development & Asia



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Round 1: Inclusion Round 2: Exclusion

Countries	CDQ	JVB	Total	Countries	CDQ	JVB	Total
China	17	63	80	China	4	11	15
Hong Kong	11	17	28	Hong Kong	3	2	5
Macau	4	7	11	Macau	1	0	1
Taiwan	13	18	31	Taiwan	3	0	3
South Korea	18	15	33	South Korea	7	3	10
Singapore	5	10	15	Singapore	0	2	2
Philippines	2	20	22	Philippines	0	1	1
Iran	1	3	4	Iran	0	1	1
Israel	5	10	15	Israel	0	2	2
<b>Total</b>	<b>76</b>	<b>163</b>	<b>239</b>	<b>Total</b>	<b>18</b>	<b>22</b>	<b>40</b>

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Population (Educational Settings)

Countries	Primary	Secondary	Undergraduate	Postgraduate
China	1	0	14	1
Hong Kong	0	2	3	0
Macau	0	0	1	0
Taiwan	0	0	2	0
South Korea	0	4	6	0
Singapore	0	0	2	0
Philippines	0	0	1	0
Iran	0	0	1*	1*
Israel	0	0	2	0
<b>Total</b>	<b>1</b>	<b>6</b>	<b>32</b>	<b>2</b>

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Educational Settings

- School-to-work transition (S.R. Kim & Lee, 2017)
  - Super's Theory (Super, 1990)(Exploration Stage :15-24)
- However...**
- Liu, McMahon & Watson, 2015 study on Child career development
    - Career curiosity
    - Learning from Environment ( Parent's influence)
    - Role model

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Educational Settings

- The need to decide on their major before the end of secondary/high school
  - China, Hong Kong, Korea
- Students may begin their post secondary training/education only 2 to 5 years after
  - Israel (Counselling resources not readily available during the interim) (Vertsberger & Gati, 2015)

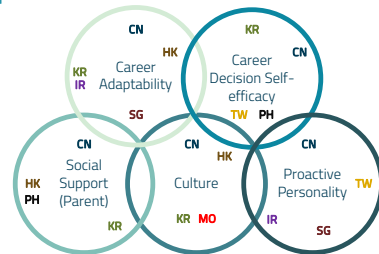
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Top areas of studies



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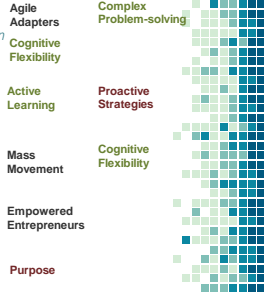
Top areas of studies – across countries



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## Moving in the Right Direction?

- Career Adaptability  
*(eg: HK – Hui, Yuen & Chen, 2018); Iran- Nilforooshan & Salimi, 2016; China - Guo et al., 2014)*
- Proactive personality  
*(eg: China - Pan et al., 2018; Taiwan - Hsieh & Huang, 2014)*
- Boundaryless mindset  
*(eg: Singapore – Chan et al., 2015)*
- Entrepreneurship  
*(eg: Singapore – Uy et al., 2015)*
- Calling & Making meaning  
*(Guo et al., 2014; Yuen & Yau, , 2015)*



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## Moving in the Right Direction?

- Social Support & Culture
  - Collectivistic in nature, studying environmental influences (i.e support from family, parents, peer, teachers)
  - Parent in itself is a pertinent area
    - *Parents engagement and interference affects significantly on child's career exploration (Y. Guan et al., 2015)*
  - Western's concept does not entirely work for Asian, more work is required in this area



## Bridging Gaps

- Social Support & Culture
  - Western's concept does not entirely work for Asian  
*(eg. Parental authority – China – P. Guan et al., 2016; Korea – Sovet & Metz, 2014; Filial-piety – Hong Kong– Hui, et al., 2018)*



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## Bridging Gaps

- Developing Indigenous Scales
  - Asian countries need to juggle between two important Career Development Practices
  - Lack of indigenous scales in Asia, majority Western scales, however, there are some work
    - *Planned Happenstance Career Inventory (Korea)*
    - *Criteria of Career Success (China)*
    - *Career Locus of Control Measure (China)*



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“  
Client: \\_(ツ)\_/

Counsellor: Unsure... well perhaps we could help you be a bit more comfortable with

\\_(ツ)\_/

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## Planned Happenstance + 4IR

(Krumboltz, 2008; Mitchell et al, 1999)

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>▪ Chance events</li> <li>▪ Open mindedness</li> <li>▪ PH Skills                             <ul style="list-style-type: none"> <li>▫ Curiosity</li> <li>▫ Persistence</li> <li>▫ Flexibility</li> <li>▫ Optimism</li> <li>▫ Risk Taking</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• WorkForce Autarkies</li> <li>• Mass Movement</li> <li>• Robot Replacement</li> <li>• Polarized World</li> <li>• Empowered Entrepreneurs</li> <li>• Skilled Flows</li> <li>• Productive Locals</li> <li>• Agile Adapters</li> </ul> | <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Active Learning</li> <li>• Cognitive Flexibility</li> <li>• Complex Problem Solving</li> <li>• Entrepreneurial Mindset</li> </ul> |
|---|---|--|

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## Korea + Planned Happenstance

- 1) Exploration + 2) Development of Skills
- Construction + Initial validation of Planned Happenstance Career Inventory (PHCI) (*B. Kim et al., 2014*)
  - English version initial validation (*Lee et al., 2017*)

**Use this Bridge to continue bridging**

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## Bridging Gaps

- Other Asian countries to carry out validation work on PHCI
- As well as with other Asian indigenous scales

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## Bridging Gaps

### Career education

- Focuses on building the 5 PH skills
- Work hand-in-hand with building curriculum that strives to teach students these skills directly/ indirectly

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## Bridging Gaps

### Only 2 Qualitative Studies and 2 Critical Reviews

- More Qualitative Studies
- More Experimental Studies
- More Longitudinal Studies
- Critical Reviews
  - Overcome language barriers

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## Bridging Gaps

### Through Collaboration

- While Asia is diverse, Collectivism is consistent throughout this Study
  - Quickens the speed in light of the rapid change of 4IR
  - Development of indigenous scales (CAAS – a good example to follow)

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## Limitations

- Restricted to only 2 journals
  - There other career journals (eg. Journal of Career of Development, Journal of Career Assessments etc.)
  - Other international journals or local journals
- Other similar key words were not used (eg. Vocational, career guidance)
- Restricted to English journals

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## Conclusion

With a few Asian countries named as the 4IR's power house (eg. China; India) (WEF, 2017) more work needs to be done to further equipped the future generation and this could be sped up with cross country collaborations.

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# THANKS!

## Any questions?

You may contact me at  
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