IN THIS ISSUE

- President’s Message
- Emerging Leader Scholarship Winners
- APCDA Engagement
- APCDA’s Offer for Recent Graduates
- Lifetime Members
- You Are Invited to the Journal Reveal at the APCDA Conference!!
- Japanese National Qualification System for Career Consultants – One Year Later
- Singapore Country Report
- Using Taiwan Work Style Career Counseling and Bilateral Selection System
- Update from Vietnam
- Some Updates from Career Development in the USA
- NCDA Launches New Career Credentials
- NCDA’s Facilitating Career Development (CDF) Training

Message from the President

by Professor N.K. Chadha

I am thrilled and looking forward to seeing many of you in the beautiful Quezon City of Philippines for the 2017 conference of APCDA. This year’s conference will expose you to cutting edge ideas in the field of career development and will provide you opportunities to network and collaborate with colleagues across many countries. To ensure that experts have an opportunity to share their knowledge, we added two expert panels to supplement the presentations. On Monday at 2PM, we will hear a panel on Gender Issues in the Workforce with panelists Leili Jin (China), Masumi Nagae (Japan), and Tina Ancil (USA). On Tuesday at 2PM, we will hear a different panel discuss Technology in Career Services. Joining me on this panel will be Hector Lin from Singapore, and the NCDA President and my dear friend, David M. Reile, who will be with us sharing rich experiences of 20 years as a career services business owner.

The planning and execution of a successful conference requires hard work, dedication and commitment. As the president of APCDA, I take on this daunting task of acknowledging the impressive qualities of my fellow board members, country directors and member organizations for their immense support and cooperation to make this event possible. I am extremely grateful to our key note presenters — Dr. Josefina Santamaria, Dr. Regina M. Hechanova, and Dr. Jim Bright — who have kindly agreed to engage in rich conversations and share their ideas with the participants. My special thanks to Carla Siojo and all the members of the Ateneo de Manila University for their collegial and efficient work to ensure a successful conference.

This year, there is something new in the conference. Our annual conference gathering takes the opportunity to personally honor colleagues for distinguished achievement and outstanding career contributions to the field. APCDA will honor professionals of outstanding caliber for their contribution in the field of career development through the APCDA Newsletter Award, Outstanding Career Practitioner Award, Outstanding Educator of Career Professionals Award, and Lifetime Achievement Award. I extend my thanks to the Selection Committee and for their work in ensuring that these contributions to the field have been formally recognized and celebrated.

Finally, annual conferences would not exist without the participation of attendees. I ensure a diverse and engaging experience to my participants and hope to meet and connect with as many of you as possible in Manila.
Emerging Leader Scholarship Winners

by Diana Bailey

This year 4 scholars were awarded Emerging Leader Scholarships to attend the APCDA Conference in Manila. All 4 of these scholars have exhibited leadership either during or immediately following earning doctoral degrees in the career planning field.

**Dr. Timothy Hsi** earned his doctorate from the University College London, Institute of Education this year and studied how counsellors in tertiary educational institutions develop and establish their professional identities. He applied this knowledge to Singapore, where he is a master instructor for Global Career Development Facilitators and has been invited to speak on career development trends in Singapore.

**Dr. Nisha Chaudhary** earned her doctorate in 2015 from the University of Delhi, India. She studied the impact of social, cultural, and family expectations on career planning in Indian families. She is especially interested in assisting parents to understand the impact of their advice on their children.

**Ms Laarni Tolentino-Capinding** attends Miriam College in the Philippines and is researching the engineering course preferences of high school students enrolled in STEM programs. She also provides career planning talks in high schools in her community and assists students at her university with their career planning needs.

**Ms Nupur Gosain** is working on a doctorate at Manav Rachna International University, Faridabad, India and is studying mid-career transition and emotional intelligence. Beginning with her past work in recruitment and assessment, she is looked for the psychological traits which influence transition during mid-life.

APCDA is delighted to encourage these young people in their leadership efforts in the field of career development. Please join in congratulating them at the APCDA Conference.

---

APCDA Engagement

by Marilyn Maze

As a regional career development association, APCDA is very much involved in local and international career development associations. In fact, APCDA members are happy to provide presentations for other associations, if travel expenses can be provided.

After we announced our conference in the Philippines, the Philippine Counseling and Guidance Association (PGCA) invited us to provide speakers for its conference on May 17-19. Our President, Dr. N.K. Chadha, will present on *Existing Counselling Services in India and Futuristic Approach to Strengthening* on May 18 and on *Career Orientation Styles and Counselling Practices* on May 19. Our President-Elect, Dr. Brian Hutchison, will present on *Trauma Informed Care in Schools* on May 18 and on *Career Intervention Workshop Using Narrative and Value-based Techniques* on May 19.

To further our relationship with the Career Development Association of Australia (CDAA), our Executive Director, Dr. Marilyn Maze and member, Dr. Constance Prichard, will attend their conference in Brisbane on May 17-19 and present a paper on *Career Development Services, Training, and Credentialing Around the World*.

In June, the International Centre for Career Development, Planning, and Policy (ICCDPP) will hold a Symposium in Seoul, Korea, and seven of our Board members will form the APCDA Team, including Dr. Hsiu-Lan (Shelley)
Tien (Taiwan), Dr. Yu-Chen Wang (Taiwan), Dr. Claire Ouyang (Macau), Sing Chee Wong (Singapore) Raza Abbas (Pakistan), Sungsik Ahn (Korea), and Dr. Woongtae Kim (Korea). If you cannot attend this important Symposium, you can read the country and association reports at http://iccdpp2017.org/key-outcomes/country-paper/

At the National Career Development Association (NCDA) Conference in Orlando, Florida on June 28-30, APCDA has sponsored a panel on *Securing a 1st Job in Asia – How Asians Navigate the College-to-Work Transition* including Dr. Jose Domene, Di Hsui-Lan (Shelley) Tien, and Dr. Narendra Chadha.

These sponsored activities are only a small portion of the many involvements of our members. Staying connected brings us the opportunity to learn from others and share what we have learned.

---

**APCDA’s Offer for Recent Graduates**

APCDA offers one free year of membership to recent graduates of programs preparing career professionals. We are happy to announce that graduates of the Career Development Network, the Institute for Career Certification International, and Colorado State University’s Counselor Education program will now be receiving certificates for a free year of membership in APCDA.

We are actively seeking other institution that provide training for career professionals and would like to take advantage of this offer. If you are a student or faculty in an organization that prepares career service providers, contact info@AsiaPacificCDA.org for more information.

---

**Lifetime Members**

*by Dr. Lisa Raufman, Membership Chair*

![Image of Dr. Lisa Raufman]

As membership chair, I would like to encourage current members to consider becoming “lifetime” members. I joined my statewide college counseling association as a lifetime member when I was 30 years old and stayed active in that organization until I retired (which was more than 30 years!) Could you imagine belonging to an organization for 20-30 years? Such a commitment inspires one to become involved, share expertise and take leadership. APCDA hopes for this level of commitment from each of our members.

This section of our newsletter is devoted to highlighting the background of our newest lifetime members:

Dr. Jose Domene (Canadian Professor and Country Rep), Annabelle Yong (Singapore - one of only 3 GCDF Master Trainers in Singapore) and Poh Li Lau (Malaysia Senior Lecturer and doctoral student under Professor Samuel T. Gladding and Professor John L. Romano at Indiana University). These three professionals are great role models as lifetime members!!! As you read their following biographies, note their specialties and their career paths. Their many accomplishments truly demonstrate their passion for our profession. When you meet them at our conferences, you will have something to discuss with them because you have read about them here. Networking and finding mentors (or role models) is a core belief of belonging to APCDA.

Feel free to contact me at Lraufman@elcamino.edu if you have any questions about membership.
Dr José F Domene decided to become a lifetime member of APCDA after serving on the Board of our association for several years. Currently he is our Country Representative for Canada. Dr. Domene feels he has gained first-hand knowledge of the important work that APCDA is engaged in, promoting the career development profession across the region and supporting related organizations in many member countries. He also really enjoys the friendly, collegial atmosphere of the APCDA annual conference, as well as the many opportunities to learn about innovations in career development theory and practice from outside of North America.

Dr. Domene is a Professor and Canada Research Chair (Tier 2) in School to Work Transition in the Faculty of Education at the University of New Brunswick, Fredericton Campus. His educational background is in counseling psychology (MA, Trinity Western University) and measurement, evaluation and research methodology (PhD, University of British Columbia).

His areas of teaching include theories of counseling, career development and counseling, statistics, and research methodology. His areas of research interest include:

a. relational contexts of career development
b. emerging adults’ transition into the workforce
c. professional issues in counseling and counseling psychology in Canada.

His research work has generated over 50 journal articles and book chapters, and over 150 presentations at conferences around the world. For more information about his teaching and research, see: http://www.unb.ca/fredericton/education/people/josedomene.html

Dr. Domene is also a licensed psychologist at UNB Counseling Services, where he provides counseling services to university students presenting with a range of complex academic, career, and mental health difficulties. He coordinates the Pre-Doctoral Internship Program in Counseling Psychology at UNB Counseling Services.

Aside from his work with the APCDA, Dr. Domene’s service to the profession includes serving as the chair of the Counseling Psychology Section of the Canadian Psychological Association (2010-13), president of the Counselor Educators Chapter of the Canadian Counseling and Psychotherapy Association (2015-16), associate editor of the Canadian Journal of Counseling and Psychotherapy (2015-present), and Editor-in-Chief of Antistasis: An Open Education Journal (2016-present). He also is involved with College of Psychologists of New Brunswick, the New Brunswick Association of Counseling Therapists, the New Brunswick Career Development Association, the Canadian Psychological Association and, most recently, the US’s National Career Development Association.

Dr. Domene’s work has been recognized through several awards, including the Canadian Psychological Association’s status of Fellow in recognition of his contributions to research and the Canadian Counseling and Psychotherapy Association’s Lorne Flavell Award for Outstanding Volunteer Service for his service to the profession. He was also part of a team that created an innovative student development focused summer employment program at the University of New Brunswick, which was awarded Macaulay-O’Sullivan Administrative Service and Innovation Award in 2012.

Annabelle Yong, MCounselling, ACB CL, decided to become a lifetime APCDA member because she believes in the importance of continuous learning and professional improvement, especially in the areas of career development and national policies towards employment. In addition, she appreciates this platform to network with like-minded professionals from various countries throughout the region.

Annabelle’s belief in lifelong learning can be seen by the degrees, diplomas and certifications she has received: Certified Career and Behavioral Consultant, Certified DISC and MBTI Practitioner, Global Career Development Singapore Master Trainer, Career Practitioner Supervisor and Advanced Certificate in Training and Assessment. She holds a Master in Counseling and a Graduate Diploma in Organizational Leadership. She has further achieved the educational title of Advanced Communicator-Bronze and Competent Leader in Toastmasters International, leading her club and area to the highest distinction – President’s Distinguished Club and President’s Distinguished Area Awards.
Annabelle has more than 10 years of experience providing career and training services to diverse individuals and groups to enhance their employment prospects. She has presented career talks in schools, public and private organizations as well as conducted career coaching and training to career professionals, providing them with the skills and updated knowledge to work with diverse groups. She is also a member of NCDA.

She is proud to have received the PS21 (Public Service) Star Service Award, the highest recognition for public officers who have consistently demonstrated outstanding service excellence nationally. She is one of only 3 GCDF-Singapore Master Trainers in Singapore, having played a vital key role in reviewing the GCDF curriculum to be localized and approved nation-wide. She also has been involved actively in the advocating, outreaching and marketing of the career development programme to Career Practitioners throughout the country. The GCDF-Singapore programme has since become the baseline course for Career Coaches in Singapore to attend and is also Singapore's first WSQ (Workforce Skills Qualification) dual certification course (with certifications from both Singapore and US). Annabelle is also one of the main assessors of the 150-hour Advanced Certificate in Career Development Facilitation (ACCDF)/GCDF-Singapore programme, where assessments via workplace observations as well as oral and written assignments are essential to demonstrate evidence for course competency and passing.

Having worked previously as an Assistant Centre Manager of a national career centre, Annabelle had been directly involved in managing career centre operations, improving the service delivery of career services, handling escalated cases of clients with complex career issues and facilitating case discussions of difficult and challenging cases. She also had created and developed a Career Profiling Tool, known as Structured Employability Evaluation Diagram (SEED), which has been incorporated within the national career system platform and is utilized as the foundation tool to date. Finally, Annabelle has trained career practitioners across the 5 national career centres island-wide to ensure familiarity and successful implementation of the methodologies.

(Annabelle can be contacted at: annabelleyong@gmail.com or http://linkedin.com/in/annabelle-yong-138ba2126)

Poh Li Lau decided to become an APCDA lifetime member because she wants to be more connected to the profession in the Asia Pacific Region. She also finds that APCDA webinars and conferences perfectly meet her continuing education needs.

Poh Li is a senior lecturer in the Department of Education Psychology and Counseling, University of Malaya. She is registered counselor in Malaysia. She had worked as a counselor in one of the private colleges before she joined University of Malaya in 2007. Her research interests include career maturity, career adaptability, work readiness, resiliency, creativity, motivation, self-care and other positive psychology topics that relate to career development. She won the Dean’s Award for her Ph.D. thesis in Counseling in 2011 "Effect of Career Exploration Program on Career Maturity and Self-concept among Four Form students". Her external examiners for her thesis were Professor Samuel T. Gladding and Professor John L. Romano. Currently, she is a visiting scholar at Indiana University until 2018.

Poh Li's study investigated the effect of the Career Exploration Program on high school students (16 years old) in Malaysia. ("Four Form” students are high school students in Malaysia, with ages between 16-17. Form four students in Malaysia are required to choose the academic track (science track, art track or vocational track.) It utilized Super Vocational Development theory and Holland Typology Theory which was suited to the local Malaysian academic environment and research needs. The Career Exploration Program was divided into five stages. The first stage, self- knowledge, focused on activities designed to assist students in recognizing their personal interest, aptitude, and work values. The second stage, educational knowledge, was designed to provide students with information on course requirements, as well as information on the various vocational programs available in Malaysia. The third stage, career knowledge, focused on gathering career information as well as learning the occupation names. The fourth stage, career goals, focused on activities designed to assist the students in linking career information with their self- information, and in formulating their general career goals. The fifth stage, career plans, focused on activities designed to help the students plan their subjects and courses. The findings showed that the Career Exploration Program treatment had enhanced the career maturity and self-
concept of the experimental subjects and that the level of career maturity and their increased self-concept could be retained after a period 4 weeks (delayed post-test). The findings also indicated that the Career Exploration Program had enhanced the career maturity and self-concept of both male and female students. The results of the students’ evaluation in the Career Exploration program appeared to be satisfactory.

**Education summary:**
Ph.D., Counseling, University of Malaya, 2011
Honours B.Coun., University of Malaya, 2006

**Areas of Teaching:**
Career Guidance and Counseling
Vocational and Career Counseling
Professional Standards and Counseling Ethics
Assessment in Counseling

---

**You Are Invited to the Journal Reveal at the APCDA Conference!!**

*by Brian Hutchison*

Development of the APCDA Journal is on schedule and the 2017 Conference is where membership gets to be involved! In the Philippines, conference attendees will be able to help name the journal, learn how you might contribute as an author, consider the qualifications to apply as an editorial board member, and contribute to the overall plan for managing the journal. All of these activities point towards our first issue scheduled for March 2018.

There will also be an exciting announcement about the first issue at the annual meeting!!

By way of a short update on progress, the APCDA Board has appointed Dr. Brian Hutchison to be the founding editor of the journal. He is assisted by Editorial Assistant Yang Ai from China who is currently a doctoral student at the University of Missouri - St. Louis specializing in Career Counseling. With input from the APCDA Board, Brian and Yang have completed draft author guidelines and editorial board job descriptions; in addition, they have outlined the proposed manuscript submission process outlined in the flowchart below.

We look forward to seeing you all in The Philippines and sharing our new journal with one another.
Japanese National Qualification System for Career Consultants – One Year Later
by Momoko Asaka

Background of Japan’s national qualification system
In Japan, it has long been considered common to work for the same company from graduation until retirement. However, nowadays as people's values are diversifying, we are entering a new era in which more people want to realize their own way of working and lifestyle. Along with rapid changes in society, the demand for career services is increasing.

Given this background, the "100,000 Career Consultants Training Plan" aims to double the current number of career consultants (approximately 50,000) by the end of March 2025. In April 2016, a new national qualification for career counselors was created. Since the new system requires that career counselors renew their license every five years, improvement and standardization among qualified personnel is expected.

Improvement of work environment
Under the "Vocational Ability Development Promotion Law", the task of employers is to "secure opportunities for career consultation and other assistance as necessary" for their employees. Specifically, it will be required to make effective use of "a person with expert knowledge and skills related to career consultation" and "provide professional services for career consultation".

From the workers' perspective, it is expected that they will be provided with a work environment where they can easily consult with career consultants and counselors, and will be able to positively think about their own career. The employer's challenge is to reconcile the career plan required by the worker with their business plan, and
then take measures to create a workable environment for the right persons in the right place. Given the rapidly declining birthrate and aging population in Japan, this policy seems to be a meaningful measure to sustain the labor force population.

**Demand for Human Resources development and training poses a challenge**

Many Japanese career consultants and counselors belong to public employment security offices, University employment support departments, and private employment support organizations. Many consultations are related to human resources matching. The percentage of companies involved in human resource development and training is about 20%. With 100,000 people planned, increasing demands for human resources development and career development will become a challenge.

---

**Singapore Country Report**  
by Sing Chee Wong

Singapore’s only asset is human capital. In order to sustain the country’s growth, this asset is developed continuously. Initially, Singaporeans favoured academic pursuits above everything else to aid in this endeavour. Academic excellence not only ensured stable, well-paying jobs but it also touted the much-desired symbol of one’s social status. Regrettfully, it sometimes resulted in mismatches between individuals and their jobs. Hence, it became essential that this entrenched social culture be changed.

Several shifts are advocated, and these shifts are acknowledged as “the building blocks of transformation” that would set the stage for Singapore’s continued progress for the next 20 years.

1. A career mindset that aims to fulfil hopes and aspirations, rather than just leading to good jobs and lifelong employability.
2. A culture that embraces lifelong education and learning. Adult training has to be bite-sized and concise, and relevant for the development of one’s job and career at different stages.
3. Imparting of skills, and not just information, is important. This is because information could often be “Googled”, but skills cannot.
4. It is therefore essential that one “learns by doing” rather than “learns for doing”.

To support the lifelong learning and skills development culture, the Singapore Government initiated the “SkillsFuture” in 2014. Its aim is to develop Singaporeans to their full potential, and empower them to achieve their aspirations by developing mastery in what they do. Led by the Deputy Prime Minister of Singapore, SkillsFuture wants to develop an integrated system of education, training and career progression for Singaporeans. It will also promote industry support for individuals to advance based on skills, and foster a culture of life-long learning.

The four main thrusts of this initiative are:

1. Help individuals make well-informed choices in education, training and careers
2. Develop an integrated high-quality system of education and training that responds to constantly evolving needs
3. Promote employer recognition and career development based on skills and mastery
4. Foster a culture that supports and celebrates lifelong learning

There are several schemes in SkillsFuture for different groups of population.

**SkillsFuture Credit**
The most well-known scheme which benefits every Singaporean above the age of 25 years is the SkillsFuture Credit. This scheme aims to encourage individual ownership of skills development and lifelong learning. Everyone will receive an opening credit of $500 which will not expire, and there will be periodic top-ups so that individuals could pursue lifelong learning. The scheme which started in 2016, noted that 126,000 Singaporeans have made use of this fund in its first year. Information and Communications Technology was found to be the most popular training area across all age groups. Currently, there are more than 10,000 approved courses which could use the SkillsFuture credit for payment of fees.

**Students, “Leaders of Tomorrow”**

Since students are the nation’s future leaders and economic pillars, trained Education and Career Guidance Counsellors are appointed in every school and Institute of Higher Learning to guide and help students make informed choices regarding academic courses, training and careers. This is to ensure that they select courses and careers that would maximise their potential, and make them more ‘future ready’ when they enter, and contribute as members of, the workforce.

**Mid-career Employees**

Globalisation as well as technological disruption and changes accelerate the rate of skills obsolescence. Workers who want to keep abreast with technological advancement and growth have to deepen or learn new skills continuously. A Skills Framework has been developed to provide up-to-date information on employment, career pathways, occupations, job roles, existing and emerging skills, as well as relevant education and training programmes. This would facilitate workers’ career planning as they take ownership for their development, with assistance from career professionals where required.

A wide range of short, skills-focused modular courses relevant to various industries are available to provide Singaporean workers with more opportunities to acquire required skills. For workers who want to switch careers, there are also many heavily subsidised programmes for them to learn and adapt to new careers. All these courses may be paid for by the workers’ SkillsFuture Credit. Advisors and mentors working in the industries are appointed to guide and help these mid-career switchers identify suitable careers, as well as support them when they adapt to their new careers.

**My SkillsFuture**

MySkillsFuture, is a one-stop education, training and career guidance online portal that will empower every Singaporean to plan their education and training for their working life. Using this portal they could discover their interests, abilities and career aspirations, as well as explore various education pathways before they enter the workforce. Individuals could also use MySkillsFuture to search for suitable jobs and manage their careers. For individuals in mid-careers, MySkillsFuture serves to inform individuals of skills gaps that they may need to address to remain relevant in the workforce.

My SkillsFuture is expected to be available in 2017.

**Employers’ Role in SkillsFuture**

People are the greatest asset of any business, so companies need effective strategies to attract and retain valued employees. Employers’ role in facilitating workers’ acquisition and deepening of skills is therefore recognised and encouraged. Incentives are available to employers to empower their employees to excel and discover opportunities to fulfil their potential with training and career advancement opportunities. All levels of staff should have access to achieve their skills mastery. Other more senior and experienced staff in the company could also contribute as Mentors and Advisors to their colleagues. Ultimately, a skilled worker not only contributes to the company’s growth but also to the industry at large.

With transformation shifts and development of the SkillsFuture, exciting times are ahead for the practice of career development in Singapore. Career professionals should aspire to be “top of the class” practitioners in this nascent industry!
Using Taiwan Work Style Career Counseling and Bilateral Selection System
by Liang-Chen Lu, Tao-Yuan Yang, and Sy-Feng Wang

In an era of industrial transformation and global economy, the Employment Consultation System of Taiwan Government is faced with the challenge of transformation, and expected to solve the problems: (1) the complication of occupational classification and contents. e.g. occupational categories are extended from 380 in 2002 to 505 nowadays, and occupational function and demands are much more complex; (2) the demand & supply unbalance of the labor market - there are numerous tools to evaluate what kind of work a job seeker suits, but few tools to evaluate it from the angle of talent seekers, which can endanger job seekers.

To solve these problems, the Taiwan workforce development agency entrusted Professor Wang and his team from Fu Jen University to build up a new career counseling and bilateral selecting system. This system is based on Taiwan work style (TWS), the compound personality traits relating with workplace, and connected to 505 occupations within Taiwan Standard Classification of Occupations. When job seekers use the finding-fit-job function, they can find the most congruent job. If job seekers and talent seekers use the bilateral first selection function, they can develop congruence between the needs of human practice of a company and the adaptation and development of a job seeker.

To develop TWS using the new system, we interviewed representative companies within every industry, collecting thoughts and suggestions of experts from I/O psychology, management, and statistics, and then developing the TWS scale. TWS was assessed with 59 items, containing 13 sub-scales, ? ranging from .72 to .85 (Md=.80). TWS is framed by Five-Factor Model and adopted the concept of Criterion-Focused Compound Traits (Ones et al., 2005) to link up practice with theory. The scales also showed a comparable pattern of construct validity with other similar measures and a great expert validity.

With regard to the concept of Criterion-Focused Compound Traits, TWS exhibited more reasonable or substantial prediction. The system is very easy-to-test. Each user can understand what job they suit and what work style is significant. Users also can discuss their output with a counselor.

Career development typically contains several career choices. The more a conscious selected work is suitable for a job seeker, the easier he or she will develop the talents and gain the sense of satisfaction and fulfillment. The job seeker also will remain in their job longer. For enterprises, conscious selected work will not only improve performance of staff, but also produce synergies in their company if the employee can develop their talents in the suitable position or company. Understanding the work style is both conducive to handling one’s own career direction by connecting to their own personality, and assisting an individual to develop functional dominance or right habits by corresponding to related workplace behaviors.

Through the new system in government or personal counseling, the kind of work suited to an individual, an individual’s style in workplace, and/or whether an individual needs to adjust self or work style can be evaluated. ?https://exam2.taiwanjobs.gov.tw/Onet/TWS_Explanation/? For the Business Guidance Application in an organization, besides assisting an individual to understand the organization and handle its work, it can also be used in the aspects of department communication and employer-employee mutual understanding, thus adjusting talent demand, etc. ?https://exam2.taiwanjobs.gov.tw/Onet/TWS_Explanation/? We hope this new career counseling and selecting system can help both job seekers and talent seekers find what they want; leading to a greater match between supply and demand in the labor market.

Liang-Chen Lu, Ph.D., CDFI (stevenlu@tsquare.cc) received his I/O Psychology doctorate degree from Fu-Jen University. He is the Cofounder and CEO of TSquare system design Co., Ltd. in Taiwan. TSquare is a unique company provides O2O customized career design solutions for the coming unpredictable world.

Tao-Yuan Yang, Ph.D. student, (hebug@gmail.com) in I/O Psychology at Fu-Jen University. He is the assistant of Research Center of Occupational Assessment, Development & Health (ADHC), and RD of TSquare system design Co.

Sy-Feng Wang (sfwang817@gmail.com), a professor in the Department of Psychology, and a director of the Research Center of Occupational Assessment, Development & Health, in Fu-Jen Catholic University, Taiwan. He is also one of major researchers & developers of CVHS, which is a career information system developed by Fu-Jen University and shared and used by other 15 universities in Taiwan.

Update from Vietnam
by Minh Chau Nguyen

An overview of Vietnamese high school student's program choice in 2016

Key highlights of the 2016 HCMC Centre of Labour Forecasting career survey conducted with 120 high schools in Ho Chi Minh City:

- Students chose a program according to the economic development of their cities and areas. The majority of students were interested in areas that have major growth such as Technology and Economic & Finance.
- In 2016, the demand for programs on Engineering/Technology was highest, occupied 24.84% (a reduction of 1.20% is compared with 2015), which focused on the following industries: Electronics – Mechatronics; Information Technology; Food Technology; Architecture - Engineering construction. The proportion of students selecting Economics & Finance programs was 14.90% (in 2015 only 14.50%), and is primarily geared toward programs in Marketing-Public Relations; Finance - Credit-banking; Accountancy and Auditing.
- The trend of blocks across other professions also showed positive growth as follows: Tourist services - Restaurants - Hotels were 17.56%; IT (8.84%); MKT (6.82%); Engineering - Mechatronics (5.88%); translation (3.44%); Finances - Credit banking (2.89%);
- Other area of interest also included: Pharmacy - Cosmetics (0.8%); Gas / Oils - Geology (0.17%); Textiles - Leather (0.75%)

Table 1: Career Trends of High School Students (HCM city) in 2016

<table>
<thead>
<tr>
<th>Number</th>
<th>Occupation</th>
<th>Year 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technology</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Business - Services</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>Social Sciences-Humanities</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>Administration-Management</td>
<td>7%</td>
</tr>
</tbody>
</table>

Back To Top
University accounted for the highest percentage of 87.00% Bachelor degree; 7.00% college degree and middle-ranking took 6.00%.

Table 2: Trend of Level of Education (HCM city) in 2015 & 2016

<table>
<thead>
<tr>
<th>Education / Degree</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>College</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Middle-ranking</td>
<td>4%</td>
<td>6%</td>
</tr>
</tbody>
</table>

The newly established HCMC Centre for Career Education Practitioners Development (HCCEPD)

With the increasing need in Vietnam, and Ho Chi Minh City in particular, for a proper training program for Education Practitioners, the HCCEPD has been approved to start its operations by end of March. Up to this current time, there isn't a professional training program for this important group of professionals who can provide career education for students at different levels of studies from secondary school up to university. The complete course consists a 7 days training of total 45 hours. The proposal received strong interest from the public sector. It hopes to train up 200 professionals in 2017.

Some Updates from Career Development in the USA

by Rich Feller

As the US Country Director to ACPDA, I spend considerable time scouting for new ideas, career interventions that are changing practice, and new ways to spread career innovation across the world. Eight ideas follow the announcement of the passing of Dick Bolles. Each issue suggests ideas critical to the status of career development within the United States.

Dick Bolles, Career Giant, Even Larger Person

First, we all mourn the loss of Dick Bolles [http://www.jobhuntersbible.com/](http://www.jobhuntersbible.com/). Dick donated his time to be APCDA's very first keynote speaker at our inaugural conference in Seoul, and he generously joined us again in Hawaii the following year. We loved spending time with him and his beloved wife Marci. This precious time together allowed him to touch, honor and enlighten so many APCDA members. His ideas pushed us all to find the best in each other.

Dick, known worldwide for his iconic What Color is Your Parachute [https://www.nytimes.com/2017/04/01/business/richard-bolles-dead-what-color-is-your-parachute.html](https://www.nytimes.com/2017/04/01/business/richard-bolles-dead-what-color-is-your-parachute.html), was so much more than an author. In my eyes he re-directed career development in the late 1970’s and early 80’s by moving career development from a placement model to a positivity model. He and his process freed people to reflect upon that which they wanted to do based upon a self-inventory of past achievements. His creative flower became a template for all practitioners to use as a way to understand the holistic nature of one's life planning process. Fortunate to be one of his early students, my flower from 1982-
appears in all recent additions of his annual book. Dick Knowdell and I had the pleasure to join Bobbi Floyd, friends and family at Dick Bolles 90th birthday on March 19th.

His remarkable life is reviewed in this New York Times article  

8 Ideas Useful to Understanding Career Development within the US.

1. **Bill Symonds**, co-author of Pathways to Prosperity  
http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperity_Feb2011-1.pdf which emanated from Harvard, and now presents its outgrowth at Arizona State University within the Global Pathways Institute http://globalpathwaysinstitute.org/#news is a top, if not increasingly most promising, place to see connections among career development, youth career pathways and business interest. The agenda for the Western Pathways Conference offers great insight to key issues in US career development direction. See https://www.nytimes.com/2017/04/01/business/richard-bolles-dead-what-color-is-your-parachute.html

2. **Tony Carnavale** https://cew.georgetown.edu/about-the-center/staff/anthony-p-carnevale/ leads the Center on Education and the Workforce which articulates links between education, career preparation, and workplace demands. Their webinar “What Counselors Should Know about 21st Century Competencies” at https://www.youtube.com/watch?v=MLBAyS5bF2Y offers great insight to the important knowledge, skills, and abilities that students should develop to help with their job searches.

3. **Hedrick Smith**, Pulitzer Prize winner and author of “Who Stole the American Dream” greatly impressed me when I interviewed him about the relationship between education and opportunity. His website offers many resources to pursue http://hedricksmith.com/.


5. Six great podcasts said to make you smarter about career are identified within this article  
https://www.themuse.com/advice/6-careerboosting-podcasts-youre-going-to-love-listening-to

6. I’m hearing more and more about college career centers renaming career counselors as career coaches. Coach training is seen not only as a place for all practitioners to learn skills. We’re seeing professionals with all levels of training seeking certification in career coach training. One such certification based in the US but provided worldwide is the Career Planning Networks JCTC certification http://www.careernet.org/

7. Community colleges in an effort to reach more students are beginning to talk about “guided pathways” to help connect “career oriented” courses to reduce the array of disconnected course taking. See https://www.insidehighered.com/news/2015/04/02/q-a-authors-book-about-redesigning-americas-community-colleges

8. Career Centers are seeking ways to reinvent themselves to make better investments in their resources as outlined within 5 Reasons College Should Invest More in Career Services. See https://www.insidetrack.com/resources/5-reasons-colleges-should-invest-more-in-career-services/
NCDA Launches New Career Credentials

by Constance J. Pritchard

For many years, the National Career Development Association (NCDA) members and the public at large have asked for clarification among the differences across the wide varieties of career practitioners. NCDA’s Board of Directors has long reflected on the need for industry credentials for its members and first attempted to explain these differences through the Membership Designations Program. The feedback has been clear that this program did not go far enough in addressing the educational and experience levels in the field.

NCDA believes the complexity in the career field needs to be recognized by a variety of high quality credentials. NCDA has determined that setting up a credentialing body will allow NCDA’s standards and ethics to be upheld most effectively. As a result, the NCDA Credentialing Commission (NCC) was formed. For more than a year, the Commission has researched and developed five new credentials.

The Certified Career Services Provider™ (CCSP) credential is intended for providers offering career services in an array of roles and settings, such as advisors, coaches, workforce practitioners, facilitators, trainers, recruiters, and resume writers. An applicant will need to demonstrate competency aligned with the current 12 competencies addressed in NCDA’s Facilitating Career Development curriculum.

The Certified Master of Career Services™ (CMCS) is intended for providers who have mastered a variety of roles in career services, such as consultants, coaches, managers, workforce practitioners, facilitators, trainers, recruiters, and resume writers. This credential is open to practitioners with a minimum of 5 years of full-time employment or the equivalent (10,000 hours) and requires demonstration of mastery of the CMCS domains of practice.

The Certified Career Counselor ™ (CCC) credential is intended for a career counselor with an advanced degree (master’s, educational specialist or doctoral level) in counselor education, counseling psychology or closely related counseling degree, engaged primarily in a career counseling practice or other career counseling related services. The Certified Career Counselor credential recognizes two important factors in training and experience, including both counseling and a specialization in career development, theory and practice.

The Certified Clinical Supervisor of Career Counseling™ (CCSCC) credential is intended for individuals who serve as clinical supervisors to career counselors and other practitioners who provide career services.

The Certified Career Counselor Educator™ (CCCE) is intended for counselor educators whose primary focus is on the career development aspect of counselor preparation.

These competency-based credentials provide a higher level of consumer confidence. Those career professionals holding an NCDA credential will have met rigorous standards set by NCDA, the recognized leader in the career development profession.

An online application process will be used for all NCDA credentials. All applications will be reviewed by a credentialed and trained reviewer. Applicants will be notified via email regarding their credential award. The credentials will be available in mid July 2017.

For more information about these new credentials, visit the NCDA website (www.ncda.org) or this link: http://www.ncda.org/aws/NCDA/pt/sp/credentials. Please address questions to the author at doctor@pritchardgroup.com.

Back To Top
NCDA’s Facilitating Career Development (CDF) Training

Delivered by: Dr. Constance J. Pritchard, President, The Pritchard Group

Dr. Pritchard brings exceptional international experience and NCDA leadership roles which include NCDA Master Trainer; Chair, NCDA Credentialing Commission; Past Chair, NCDA Advisory Council for the Facilitating Career Development (CDF) Training, Contributing Editor for CDF column for NCDA’s Career Developments Magazine

Why NCDA training now:

- Completing this training qualifies individuals to apply for NCDA’s Certified Career Services Provider and the US Global Career Development Facilitator
- We will use NCDA’s newest version of the curriculum with additional topics and resources
- A special rate for APCDA members who register before November 1, 2017

Contact Dr. Pritchard at doctor@pritchardgroup.com for details and more information or let’s talk at the conference!

Back To Top

Copyright © 2016 Asia Pacific Career Development Association. All rights reserved.
Contact email: Info@AsiaPacificCDA.org

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

Unsubscribe