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Message from the President
by Professor N.K. Chadha

It is a joyous moment for me to write and provide you all with additional information regarding the forthcoming, most awaited 2017 APCDA Manila Conference. I would like to thank my fellow colleagues for their conference proposals. We have received proposals across the globe on a variety of topics and issues related to career development which are going to enrich our knowledge about global career practices.

This conference is going to magnify your knowledge about best career approaches in a very expansive way. As President of APCDA and Director of the Program Selection Committee, I had a chance to glance through various proposals for the conference. They were very interesting and exciting to read. We have received proposals from almost all our member countries. Our Canadian country partners are going to talk about six broad themes that can assist immigrant students and their companions to overcome hindrances and pursue their careers when they come to Canada. On a similar note, the SHARP-AP model of Strengths, Hope, and Resources Program- Accompanying Partners (SHARP-AP) are presenting to meet the career/life needs of accompanying partners of immigrants. You will be captivated by illustrated Taiwanese guidance counselors’ career stories and narratives about professional development and personal growth. Another insightful presentation includes a Career Program for Self-identified lesbian, gay, bisexual and transgender (LGBT) students. It will be delivered by a research scholar of our host country. You also will have an opportunity to investigate the implications for career education and post education transition support services in an interactive workshop by the renowned Director of ACpi Training, Allan Gatenby. In short, our 2017 conference will be an occasion to present and expand knowledge along with networking and socializing.

I am glad to invite career professionals from all over the world to Manila. I am happy to share with you that the full list of programs will be available on New Year's day, that is, January 1, 2017, with warm wishes from APCDA.

Finally, friends, please do not hesitate to contact me (President@AsiaPacificCDA.org) with any suggestions and/or ideas to take our event forward. Looking forward to meeting you all!
APCDA's 2017 Initiatives  
By Marilyn Maze

The APCDA Board of Directors initiated several new programs which aim to broaden the association's reach as well as contribute substantively to the field of career development. The first initiative involves the extension of free APDCA memberships to two constituencies. First, the Board voted to extend a one-year free membership to all university graduates in the career planning field. Upon graduation, students will have one year to initiate their free membership in APCDA. If you are a recent graduate or an instructor, trainer, or faculty member for new professionals in career development and want to take advantage of this offer, please contact info@AsiaPacificCDA.org.

In addition, the Board voted to offer residents of the conference host country a one year free membership. Each year, the Country Director for the host country will administer this initiative. This year, Carla Siojo, Philippines Country Director, is the point of contact for this initiative (Philippines@AsiaPacificCDA.org).

In order to further advance the field of career development in the Asia Pacific region, the second initiative APCDA is launching is the publication of a biannual (twice a year) scholarly journal. The purpose of the journal is to encourage and disseminate regionally relevant research on career development and planning by both graduate students and working professionals. See the following article for more information.

APCDA continues to be actively involved in other international associations. This November, APCDA was represented at the International Association for Educational and Vocational Guidance (IAEVG) Conference in Madrid, Spain by both Andrew Rimington (APCDA Treasurer) and Raza Abbas (Pakistan Country Director). See the article below for a review of the IAEVG conference. APCDA is also in the process of assembling a team to send to the International Centre for Career Development Planning and Policy (ICCDPP) Symposium in Seoul, Korea, June 18-21. See the article below about ICCDPP. If you are interested in joining the APCDA team, contact info@AsiaPacificCDA.org.

While the Board is busy planning the 2017 APCDA Conference at Ateneo University in the Philippines, we are also working on plans for our 2018 Conference in Beijing. We have an exciting theme: Connecting Career, Family, and Society. We have confirmed three wonderful keynote speakers. Dr. Shuh-Ren Jin will speak on The Wisdom of Traditional Eastern Cultures in Career Counseling. Dr. Richard Young will speak on Action: What It Is and Why It Matters in Career Counselling. And Dr. Norm Amundson will discuss Hope-Centered, Actively Engaged Career Development.

This year, APCDA will be offering four webinars based on presentations from our most recent conference in Taipei. For more information, visit http://asiapacificcda.org/Webinars.

We need your input to share what is happening in the Asia Pacific region. Please consider writing an article for this newsletter. Send it to Newsletter@AsiaPacificCDA.org. Coming deadlines are:

- Wednesday, January 18, 2017
- Wednesday, March 22, 2017
- Wednesday, May 24, 2017
- Wednesday, July 19, 2017
- Wednesday, September 20, 2017

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Call for Applicants for Inaugural Editor  
by Brian Hutchison

The APCDA Board has appointed a committee to search for an inaugural Editor for a peer-reviewed scholarly journal. In this article, I will provide a brief description of the committee’s vision for the journal and then an Editor position description. The journal, yet to be named, is initially scheduled to be published biannually (twice a year). The committee is exploring both online and print options for distribution. Following best practice standards for academic journals, the Editor will lead a team including an Associate Editor, an Editorial Board (initially 8-12), and an Editorial Assistant to assist with day-to-day operations. Each submitted manuscript will undergo double blind peer review. In other words, two members of the Editorial Board will review each article and provide comprehensive feedback and a recommendation (Accept, Accept with Minor Revisions, Accepted with Major Revisions, Revise & Resubmit, Dedine, or Better Fit for a Different Journal). The Editor and/or Associate Editor will make the final decision based on their review and the Editorial Board members’ recommendations and communicate it to the author.

As you might expect, the review process often takes more than 1 year from initial submission to actual publication. When considering that the Editor must promote the journal and solicit quality manuscripts, our expectation is that the first issue of the journal will likely be published between 18 months to two years after the appointment of the Editor.

The Inaugural Editor will be asked to accomplish the following:

- Present a journal name to the Board for approval.
- Develop a guideline for authors.
- Recruit an Editorial Board.
- Develop review procedures and policies.
- Determine publication costs (for online and hard copy publication), present to the Board, and get approval for method(s) of publication.
- Promote awareness of the journal to solicit manuscripts.

The ideal candidate will:

- Have experience as a peer-reviewed journal Editor, Associate Editor, or Assistant Editor.  
  OR
- Have more than 8 years combined experience as a member of an Editorial Board.
- Commit to a three-year term to ensure they will guide the creation of the journal and at least two published issues.
- Have a significant track-record of scholarly publications (i.e., peer-reviewed journal articles, books, textbook chapters).

Send nominations or applications to: PElct@AsiaPacificCDA.org

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ICCDPP Symposium

The International Center for Career Development Planning and Policy will hold its next symposium in Seoul, South Korea on June 18 - 21. They are now seeking teams from every country in the world to participate. They plan to cover the cost of hotel and meals during the conference, so national teams need to pay for transportation. For the APCDA region, this is a wonderful opportunity. If your country is not already planning to send a team, why not organize one?
Any person who desires to improve the career development services within your own country is eligible to attend. Of course, approval of a government ministry (perhaps Education or Labor), is encouraged, but not required.

At this symposium, you will have the opportunity to learn from others in our field around the world. There will be time to learn about best practices in other countries and, as a team, to brainstorm ways to adapt new ideas to your own country. Visit the website ICCPP2017.org for more information.

IAEVG Conference Recap

By Raza Abbas

The IAEVG International Conference was held in the serene city of Madrid, Spain from 15-18 November, 2016. Delegates, researchers, dignitaries and practitioners from continents across the world assembled at UNED, the largest distance education university in Spain, to share best practices on the conference theme Promoting Equity Through Guidance- Reflection, Act, Impact.

Mr. Andrew Rimington, Treasurer-APCDA and Mr. Raza Abbas-Country Director-Pakistan-APCDA represented APCDA at the global conference and symposium.

The conference was holistic and catered to a wide range of intellectual discourses which included 6 Keynote Address by Distinguished Professionals including: Jane Goodman, Mary McMahon, Consuelo Velaz de Medrano, Barrie A. Irving, Màrius Martínez Muñoz and Bernado Antonio Muñoz. 139 papers, 31 Symposia’s, 56 posters and 31 workshops were presented. It was wonderful to listen to professionals from different parts of the world and learn from their diverse and innovative educational, career counseling and vocational practices.

This year, IAEVG Board initiated a symposium which was represented by leading institutions and associations of career development globally. The full day symposium was a great success and professionals were able to synthesize their learning’s in their break-out sessions chaired by eminent professionals. The symposium was on the following topics:

1. Career Services for migrants and refugees
2. Interventions in times of economic hardships
3. Career development and public policy

The symposium enabled the delegates towards collaboration, communication, and commitment for the career development profession and as professionals we agreed to devote more time in advocating the profession globally.

IAEVG conference this year was innovative as the plenary sessions were being streamed live for the global audience to witness from the comfort of their respective countries. IAEVG conference team had also several study visits at leading educational institutions in Spain which provided the delegates with valuable insights on the educational system in Spain. For the first time, IAEVG in collaboration with Educa web initiated an award for the best project at the conference, parental involvement in career education was declared as the best project.

As an international delegate, I thoroughly enjoyed presenting to an enlightened and diverse audience on “Parents–Advocates for Career Counseling, Guidance & Development” as an oral presentation and presented an interactive workshop on “Educating for Resilience – Youth Hope Centered Intervention”.
In summary, it was wonderful to be part of the world’s leading professional association on educational and vocational guidance. The next IAEVG Conference will be held in Mexico in 2017 and in Sweden in 2018.

**New Career Guidebooks for Liberal Arts Majors in South Korea**

*by Sungsik Ahn*

Korea Employment Information Service (KEIS) has recently published forty books of *Career Guide by College Major* to help college and high school students in their career decision making. This series provides various career options for college students who have majored in a specific subject (e.g. Linguistics, Korean Literature and Language, etc.). The first part of this series is an introduction of a college major and the second part is "major jobs" information which contains typical career paths after graduation of a major. The third part is "extended jobs" information which are possible career options when students get additional vocational training or specific job related experiences based on their own major, and the last part is about graduate school information. This series of career guides was intended to show more possible career options for liberal arts major college students as they think their major is not closely related to requirements by employers but there are in fact many possible career paths for them. For high school students who are about to choose a college major, this series will be helpful for them to choose the right major by exploring major and related career options after graduation at the same time. The forty books of this series (in Korean) can be downloaded through the KEIS website (http://www.keis.or.kr/main/subIndex/2201.do).

**Hello from California!**

*By Lisa Rauffman*

The California Career Development Association (CCDA) recently held our annual Northern California Conference with 150 career practitioners in attendance. We were privileged to be at San Jose State University which is in the middle of Silicon Valley. Our theme, From Paycheck to Purpose Driven Careers: Helping Clients Thrive, was aligned with trends in Silicon Valley. Our keynote speaker had worked for Google and while working on a special project found his true passion. Thus, he became an entrepreneur, writer, global speaker and advisor to leading brands on the future of work. You must remember that Silicon Valley is always a place that will be ahead of the curve when it comes to trends. At the conference, we heard about several companies that are attending to their workers’ need for working a purpose driven life. The definition of Purpose Driven Life is similar to "pursuing a meaningful life". This quote captures the essence: "To Live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there." (Kofi Annan)

If you want to learn more about our theme, I recommend that you read Anita Manuel’s post on LinkedIn: https://www.linkedin.com/pulse/why-purpose-matters-anita-manuel. One of her key observations relates to our APCDA membership.

As we listened to some of the data and research outcomes provided, it was clear that the idea of finding meaning in our work and having an ability to make a greater impact in the world was not only a fairly universal desire (see Imperative’s 2016 Global Index for stats) but also one that was achievable (the new economy is purpose driven).
As current editor, I am making available to you a link to The California Career Developments eJournal.

This journal provides some highlights from the conference with two articles from conference speakers, Ron Elsdon on Volunteering in a Prison and Mark Guterman on helping clients pursue meaningful lives. In addition, our other contributors come from diverse work settings. You will be reading articles from a career and executive coach (Gavan Ambrosini), a university director and professor (Michele Burns), a community college instructor (Dr. Carol Mattson) and a workforce development consultant with 45 years of experience (Larry Robbin). Together, these diverse professionals offer more than one hundred years of experience and illustrate that we as career counselors and coaches find our own purpose in serving those who are in the most need.

In conclusion, the best career counselors are those people who have found their purpose and live their purpose daily. The mentors I have found, both in APCDA and NCDAA live purpose driven lives. It is possible to have a job that does not fulfill your purpose but once you are aware, you can live your life through paid and unpaid opportunities in ways that fulfill your purpose.

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Implementing Career Practice in Junior High Schools in Taiwan

by Yu-Chen Wang

"My students have no motivation." These were the words of Linda Lee, a junior high school English teacher in New Taipei City, but they contain the feelings of many teachers in Taiwan. According to Linda, her students had questioned why they needed to study English, and they didn’t understand why they had to spend so many hours in school every day. In the past, such questions were easily answered – they could get into a top senior high school and then into a top university, and finally get a "good" job. Now, these answers no longer satisfy students; they are aware that the world is rapidly changing, and that it is hard to predict which jobs will exist in ten years. They feel depressed, hopeless, and confused about the future, and they are not confident about their career prospects.

It has been suggested that such feelings are the result of students not having discovered their inner voice and that junior high school is the appropriate time for students to begin to explore their interests, passions and purposes. The central government agrees with and supports this idea, so for the past forty years, schools have provided students career guidance. However it is time to evaluate this program because it doesn’t seem to be as effective as it once was. There appears to be three weaknesses in the implementation of career guidance, and those weaknesses are making it difficult to reach young people today.

The first weakness in the implementation of career guidance is that Taiwan’s test-based system promotes dependency in both students and teachers. First, the implementation of career guidance in junior high school has been top-down, meaning materials and courses are designed for students, and these materials are the same for all students. The courses include self-exploration, job knowledge, self-evaluation, and making career choice. Students are taught to enhance their knowledge through tests and inventories, such as interest inventories, aptitude scales, and value inventories. Students evaluate themselves and make decisions based on the tests results. Although the system enables students to receive fast and specific feedback, it may also cause them to become passive about exploring their personal interests. Moreover, it ignores context factors, like parents, peer pressure and their academic performance.

In addition, teachers are expected to use tests to assess the students’ interests, aptitude, values, strengths and weaknesses, and make recommendations based on those tests results. The weaknesses of this method are that teachers ignore differences in motivation and needs and that they don’t have enough time to explain test results to their students one by one; an approach which would help teachers better understand
their students’ needs. Furthermore, teachers didn’t have time to explain how the test results can be used by students.

The second weakness of career guidance involves the implementation of career portfolios. The government requires all junior high students to complete portfolios which record their exploration of their careers and their results. The content of the portfolios includes students’ career goals, academic achievements, favorite subjects, test and inventory results, and evidence of parental inspections. The purpose of implementing career portfolios is to enable students to understand their strengths and weaknesses, and then use the information to shape a picture of their futures. However, the effectiveness of the program is dependent upon how it is implemented. Instead of receiving enough guidance and coaching during class, students usually assigned the work as homework and the relevance of the questions is rarely explained. The students put little effort into completing it, and don’t answer questions from the heart. Finally, portfolios are unreliable, for they don’t show students’ real experiences and interests. The process does not enable students to expand their interests or make decisions about their futures.

The third weakness of career guidance is that it is too time-consuming. Career counselors are too busy dealing with and finishing required action, such as implementing career tests and inventories, completing students’ portfolios, and integrating all of the data from career inspections, which are government-mandated reviews of career planning methods/procedures. No time is left to develop career programming that would cultivate students’ motivation to explore their interests. It also prevents career counselors from designing activities that would encourage students to have different experiences and prevent them from being able to consider ways to integrate career themes into academic subjects in a way that enables students to connect career practice and academic learning. Ideally implementation of career guidance is not only top-down, but also bottom-up. Bottom-up career guidance would be school-centered, as well as student-centered, and that would better fit both the students’ and the schools’ needs.

In conclusion, junior high school is the appropriate time for students to add different experiences to explore their interests, passions and purposes. To enhance the effectiveness of career guidance, understanding the weaknesses of its implementation is important. There appears to be three weaknesses in the implementation of career guidance: students may become dependent upon tests, may not understand how to use their portfolios, and may not have their needs addressed by the currently mandated materials and techniques used in career programs. For junior high schools in Taiwan, the purpose of implementing career guidance is not to frustrate students, but to enable them to have the confidence to listen to their inner voice.

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Diwali Indian Festival
by Shailja Rana

Diwali, also known as Deepavali, is derived from the Hindi words "deep" meaning "light" or "lamp", and "avali" meaning "row". It is an Indian festival of lights, which is celebrated in October or November every year. Indians celebrate with family gatherings, glittering clay lamps, festive fireworks, strings of electric lights, bonfires, flowers, sharing of sweets, and worship to Lakshmi. Some believe that Lakshmi wanders the Earth looking for homes where she will be welcomed. People open their doors and windows and light lamps to invite Lakshmi in. During the festival, people seek the
divine blessing of Goddess Lakshmi (Goddess of Wealth), as they close their accounting books and pray for success at the outset of a new financial year.

According to Hindu mythology, it is an occasion in honor of Rama's victory over Ravana. Lord Rama was a great warrior King who was exiled by his father Dashratha, the King of Ayodhya, along with his wife Sita and his younger brother Lakshmana, on his wife's insistence. Lord Rama returned to his Kingdom Ayodhya after 14 years of exile and put an end to the demon Ravana of Lanka. After this victory of Good over Evil, Rama returned to Ayodhya. In Ayodhya, the people welcomed them by lighting rows of clay lamps.

Southern India celebrates Diwali as the day that Lord Krishna defeated the demon Narasasura whereas in western India, the festival marks the day that Lord Vishnu, the Preserver (one of the main gods of the Hindu trinity) sent the demon King Bali to rule the nether world. Though there are varied interpretations for this festival in various regions, there is unanimity in the aspect that it marks the victory of good over evil.

Diwali consists of five days of celebrations. The thirteenth day from Poornima (Full Moon) is called Dhanteras wherein "Dhan" means "Wealth" and teras means thirteenth day. This is the first day of Diwali celebrations in which people pray to Goddess Lakshmi (Goddess of Wealth). Purchasing ornaments and utensils is customary on this day. The fourteenth day from full moon, also Chhoti Diwali or Narak chaturdashi, is celebrated as the day Lord Krishna destroyed the demon Narakasur, freeing the world from fear. Firecrackers are often set off on this day.

The new moon day of the dark fortnight of Ashwin, is the actual day of Diwali. This is the third and the most significant day of celebration. If the house has not already been cleaned, it must be done early this day to welcome the Goddess Lakshmi. Small footprints are drawn using rice flour and vermillion powder over your house to indicate that the arrival of the Goddess Lakshmi is awaited. People make the entrance way to their home or business colorful using the traditional motifs of Rangoli designs and light firecrackers and fireworks. All these symbolize warding off evil from your surroundings. People also wear new clothes and jewels on the second and third days and prepare sweets and other vegetarian delicacies.

Gifts and sweets are exchanged on this day to strengthen bonds of love between family and friends. Firecrackers are set off after Lakshmi pooja (offering prayers to Goddess Lakshmi) and dinner.
brothers and praying for their long life, while brothers bless their sisters and provide gifts of love. This festival of lights is one national festival of India which lightens up the whole country with lamps, colorful lights and firecrackers. It is the time to visit the country to see the festive zeal amongst the people.

The next day after Diwali is the first day of the bright fortnight of Kartik (Govardhan puja). This is the day that Lord Krishna lifted the Govardhan Parvat (a hill) to protect the Gokul people from torrential rains. The incident is seen to represent how God will protect all devotees who take singular refuge in him.

The fifth and final day of the Diwali Festival is Bhaiya Dooj. On this final day, brothers and sisters renew sibling love, with sisters applying the sacred red tilak on the forehead of their