

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

[Join our group](#) 

 Find us on Facebook

Asia Pacific Career Dev Assoc
December 2017

Asia Pacific Career Developments

Natalie Kauffman, Editor; Julie Neill, Assistant Editor

IN THIS ISSUE

- [Spheres of Influence](#)
- [Upcoming APCDA Webinars](#)
- [Sights to See While in China](#)
- [UNESCO Recognizes 'One of Its Own'](#)
- [Highlights from Kazakhstani Career Centers](#)
- [The Hope Infused Future Orientation Intervention in South Africa](#)
- [My SkillsFuture Website](#)
- [Made in Australia, usable across the Pacific](#)
- [United States Country Report](#)
- [Career Development Supports in Canada](#)

Spheres of Influence

by Brian Hutchison, PhD, LPC, CCCE



Ask yourself the question, how am I an influencer in my professional career practice?

I believe we are all influencers in our own, unique ways. Whether introvert, extrovert, working on teams or in isolation we all imprint our ecological environment. As career services professionals, we might see ourselves as influencers through our individual work with clients, curriculum or program development and management, or in our consulting and training capacity. In my work with clients and students, I often prompt them to identify, clarify, and act upon a deeper understanding of their own spheres of influence to help them attain their career goals.

As I grow into my role as President of APCDA, I keep thinking about the organization's goals in terms of the reach and relevance within the context of our spheres of influence. Imagine an ecological model with APCDA leadership and staff in the middle, Country Directors in the next sphere, Committee Directors in the next, members after that, then clients, and finally social systems including policies and practices within each country represented by APCDA as the furthest sphere in the model.

In the last newsletter, I wrote about "Growing our Wow" this year. In this issue, I would like to update you with a brief summary of progress and goals within each of APCDA's spheres of influence:

Leadership and Staff: We continue to build better systems and structures to ensure that APCDA can consistently meet its obligations to all of our constituents. This includes adding Emily Lizada to the management team, clarifying the role of Country Director, appointing the first Presidential Task Force, and optimizing our organizational management and website software usage.

Country Directors: As our membership grows, so too does the number of country directors. We have recently added directors for Cambodia, Kazakhstan, and Malaysia, and clarified their role in building and serving membership needs.

Committee Directors: As APCDA continues to develop and grow, committee folks look forward to forging ongoing relationships with our members and shepherding them into the many available leadership roles in our association. Mentoring opportunities exist from Bylaws & Policies to Research. Email the Director listed in our Contact Us section to enhance your both your APCDA and overall career development leadership knowledge and grow your professional skills through a unique form of 'on the job' training (<http://asiapacificcda.org/Contact-Us>).

Members: Member engagement continues to be a main priority this year. While we have really "upped our game" in terms of top webinar speakers/ topics, we look forward to the first issue of the Asia Pacific Career Development Journal, completion of the Glossary Project, and eagerly await the results of the Member Engagement through Technology Task Force. Each of these initiatives will increase member engagement with APCDA.

Clients: You are the connection to clients! How can we improve our services that impact your professional career services practice? Please email me at President@AsiaPacificCDA.org with topics, professional issues, and strategies that would most benefit your work. APCDA leadership aims to provide professional development activities that best meets your ever-changing needs.

Social Systems: Learning how to impact the broader social systems within which we work is the emerging activity for APCDA. Questions such as "What are the important commonalities between member nations?" or "How do we identify and support the unique cultural aspects of each member country?" will be important to answer in future years. Currently, we are learning much from the level of coordination it takes to offer the annual conference in a new country each year and building upon this important experience to continue to serve all members.

In closing, I wish to thank you for the work you do and the effort you give to APCDA. Please offer suggestions, attend events, and invite colleagues to join our organization so that we can continue to grow our reach, relevance, and influence.

[Back To Top](#)

Upcoming APCDA Webinars

by Emily Lizada

We have scheduled four exciting webinars in the coming months with well-known experts presenting very useful topics.



December 12/13	The HEROIC Mindset: Navigating a Lifetime of Transitions	by Rich Feller
January 9/10	Workforce of the Future	by Regina M. Hechanova
February 12/13	Students' Pursuit of STEM Careers	by Vandana Gambhir Chopra
March 12/13	The Use of Metaphors in Career Development	by Norm Amundson

Sights to See While in China

by Shimeng (Linda) Mai



Before or after the 2018 APCDA Conference in Beijing, you may want to see some of the other fascinating sights in China. Here is a short list of a few famous places.

[Xian Terracotta Solders:](#) Explore the magnificent UNESCO World Heritage site of Terracota Army. Close up encounter with 7,000 life-sized figures in ordered rows and discover how the sculptures were meticulously constructed to honor Emperor Qin Shihuang, China's

first ruler.



[Longmen Grottos in Luoyang:](#) The site is famous for its carvings. It is one of the three important places in China for Buddhist sculptures and carvings. There are about 2,100 grottoes and niches, over 40 crematory urns, 3,600 inscribed stone tablets and over 100,000 Buddhist images and statues. The Longmen Grottos in Luoyang have been listed in the World Cultural Heritage Site by UNESCO and have a great value in world sculpture history.

[Old City in Suzhou:](#) Discover the UNESCO World Heritage Classical Gardens of Zuzhou and water village of Zhouzhuang. Visit the Humble Administrator's Garden created from the 11th to 19th centuries and considered masterpieces of classical Chinese garden design.



[West Lake in Hangzhou:](#)

Hangzhou's West Lake is spectacular in its landscaped and poetic beauty. Originally it was an inlet which was connected to the sea. The shifting of silt created a shallow lake which is popular for day trips in Southern China. The placid waters provide a soothing centerpiece to a park complex rung by hanging peaks, lazy willow trees and traditional Chinese architecture. It is a UNESCO World Heritage Site for the mystique revolving around the enchanting "Ten Scenes of West Lake."



[Wuzhen Water Town](#)

[\(Tongxiang\):](#) From Hangzhou explore and enjoy the scenic

water town of Wuzhen. Visit the Sanbai Winery built during the Song Dynasty. Discover the Hundred-Bed Museum and about learn the indigo dye workshop, then watch a shadow puppet show with traditional Chinese instrument accompaniment. You can also enjoy a scenic river cruise.



[Bund Architecture in Shanghai:](#) The Gothic, Romanesque and Baroque style buildings on the Bund are like crystal palaces at night. Visitors also find the historic facts of the buildings interesting. It is known as "The World Expo for Architecture". [Lujiazui](#) is the financial district of Shanghai, and also home to a bunch of landmark



buildings, including Oriental Pearl Tower, a distinctive landmark, and Shanghai Tower, the second tallest building in the world.



[Back To Top](#)

UNESCO Recognizes 'One of Its Own'

By Natalie Kauffman, M.S., NCD A Certified Career Counselor™, NCC, NCCC, GCDF-I



The United Nations Educational, Scientific and Cultural Organization, UNESCO, meeting on "Entrepreneurship Education" was co-hosted by Miriam College in Manila, Philippines and held on October 23-25, 2017. One hundred and twenty leading Asian entrepreneurs from 20 Asian countries were selected for the October gathering. The gathering was part of ASEAN@50 celebrations in the Philippines. UNESCO's mission is one of a peace building. It is achieved through coordinating international cooperation in education, science, culture and communication; by strengthening the ties between nations and societies; and by mobilizing the wider public. APCDA is very proud to share that Mr. Raza Abbas, our very own Pakistan

Country Director, was recently selected as one of the 120 leading social entrepreneurs from Asia.

Mr. Raza Abbas went through a rigorous selection process for the UNESCO meeting. At the meeting, he represented his social venture, Pathway Global Career Institute, which is based in Pakistan. The following innovative, social development projects of Pathway Global Career Institute greatly "influenced" (to borrow a word from our President's message in this newsletter issue) Mr. Raza Abbas' selection.

1. Instilling hope in disadvantaged yet talented youth and teachers
2. Parental career guidance dialogue
3. Entrepreneurship boot-camp for un-employed yet talented youth
4. Career education teacher training program

Mr. Raza Abbas actively participated in the UNESCO meeting and suggested two ideas to strengthen regional entrepreneurship in Asia:

1. Instill hope-based entrepreneurship training for youth leading to disciplined entrepreneurship
2. Reform teacher education entrepreneurship with blended learning and best practices from industry

APCDA proudly congratulates Mr. Raza Abbas for his selection by UNESCO and his contribution to the understanding of regional entrepreneurship in Asia. We warmly wish him ongoing success in his social development ventures and his own personal career development.

[Back To Top](#)

Highlights from Kazakhstani Career Centers

by Stanley Currier

Over the summer of 2017, I conducted a survey and in-depth interviews with university career centers from three different cities in Kazakhstan: Almaty, Astana and Kostanai. The goal of the research was to investigate the role of career centers at Kazakhstani universities in improving students' workforce preparedness and increasing employability. This article will provide a brief snapshot of career center services at Kazakhstani universities and share best practices that four universities surveyed utilize to increase student employability.



Brief Snapshot – Career Centers at Kazakhstani Institutes of Higher Education

Career and advising centers at Kazakhstani institutes of higher education are a relatively new phenomenon. During the Soviet period, university graduates were assigned a position based on their university specialty and industry requirements. Open borders, new professions and advancements in technology have changed the picture considerably over the past two decades. Among the universities polled for this research, career centers were established as early as 1995 and as recently as 2015. Levels of career center staffing and range of services provided vary tremendously, largely due to a university's individual strategic priorities, resources and budgets.

Career and advising centers in Kazakhstan provide varied services to students and alumni and proffer different levels of engagement with industry. Services offered range from individual one-on-one counseling appointments with students to large all-university events such as career fairs or employer recruitment sessions. Career center staff assist students with securing internships, liaise with a whole range of stakeholders internally and externally, and prepare students for employment opportunities. Many of the challenges that career center staff expressed related to their work are not faced by Kazakhstani institutions alone. For example, tracking student employment data and maintaining accurate alumni data is a challenge faced by universities globally. Staff training and retention is another challenge shared by Kazakhstani universities with others around the world.

Career Center Services to Increase Employability: Institutional Highlights

Career Fairs: Varied Activities and Approaches

A nuanced career fair approach and varied fair formats yield positive results related to workforce preparedness, as demonstrated by several universities surveyed. KazGUU University in Astana has a segmented approach to its career fairs, hosting an internship-themed fair in the fall semester and an employment-themed fair in the spring semester. The university targets companies for each of these fairs according to their respective internship and employment needs. This tailored approach results in higher industry, university and student satisfaction with placement rates.

KIMEP University in Almaty incorporates multiple forums and strategy sessions into its annual career fair. During its last fair, KIMEP included a forum themed "Education and Employment: New Realities." The forum brought together top HR executives with diverse perspectives. They discussed topics such as key skills in the post-industrial era. During the fair, students had the opportunity to gain feedback on their résumés and their presentation styles.

Nazarbayev University in Astana has innovated beyond the traditional career fair format. Instead of organizing annual career fairs, the university conducts a series of on-campus recruitment events throughout the year. The university found that at traditional career fairs, the number of vacancies companies can offer is limited, and not always appropriate for new graduates. Today, the university conducts a series of customized campus recruitment events throughout the year, designed to link to the employability levels of Nazarbayev University graduates.

Industry Engagement: Thematic Round Tables and Case Study Competitions

In addition to university advisory boards, several universities surveyed shared innovative ways that they maintain close contact with industry. Narxoz University in Almaty engages with business by organizing periodic thematic round table discussions with employers. Each time the targeted invite group changes, so do the presented topics – for example, the university has organized round tables for employers in the areas of the banking, consulting, audit, hospitality, agriculture and manufacturing industries. This practice could be valuable for those universities that are looking for targeted feedback from particular industries. This approach also compliments advisory board activities.

KIMEP University in Almaty offers companies the opportunity to develop and advertise case study competitions among its students. Student teams have the opportunity to solve a real case study for a company via a team competition. Open to students at both the bachelor and master's level, these competitions are win-win for students and companies. Students have the chance to apply their critical thinking, teamwork and technical skills

to a case study and companies receive valuable insight that can be applied to marketing, sales and design concepts.

Internship and Employment Preparation: Mock Interviews by Companies

Trainings, seminars and master classes related to employability competencies emerged unanimously as the top services that career centers provide to students to help prepare them for employability and job competitiveness. These include training sessions and feedback on résumés and CVs, interview preparation and interviewing skills practice labs. Nazarbayev University in Astana highlighted a best practice of inviting companies on campus to provide 'mock interviews' for students. Though the interviews are not always for currently open positions, Nazarbayev University Career and Advising Center Director Yevgeniya Kim noted that 'often companies are so impressed with our students during the mock interviews that they find ways to offer them internships or keep them in mind for future opportunities.'

This brief article presented a range of best practices that are currently employed by Kazakhstani career centers including a targeted approach to career fairs, innovations in industry engagement and preparation for internships and employment via mock interviews with company representatives. These programming strategies and approaches could easily be adapted to other country contexts. These ideas may be useful for university leadership, career center staff, and companies interested in utilizing career centers as a vehicle to improve workforce preparedness and student employability.

Stanley Currier is a Senior Program Officer in the Education Programs Division at IREX in Washington, D.C. He currently manages a portfolio of higher education and youth development programs. He can be reached at scurrier@irex.org.

[Back To Top](#)

The Hope Infused Future Orientation Intervention in South Africa

by Dr. Gloria Marsay



A triad of challenges faces South Africans: Poverty, Inequality and Unemployment. This triad of challenges identified by the Draft Policy on Building Effective and Integrated Career Development promulgated by the Department for Higher Education and Training (2016) is used to frame a discussion in the South African context. The emphasis in this discussion will be on unemployment.

Unemployment statistics continue to rise across all population groups and are unacceptably high. Specifically of concern is the fact that 68% of South Africa's unemployed are in the 15-34 age cohort. Furthermore, using the expanded definition which includes "workers who have given up hope", overall unemployment stands at 36.8% in the third quarter of 2017 because of job loss in various sectors of the economy. The following are among the many challenges associated with unemployment: Poor quality of education and lack of training in marketable skills; Lack of guidance in making the transition from education to work; Disrupted family life and lack of role models.

In summary, the gap between rich and poor increases. The prevailing difficulties within the economic-socio-political arena contribute to ubiquitous feelings of helplessness and hopelessness among both privileged and disenfranchised people. Many South Africans are excluded from the privilege of a career. The reality is that only a limited number of people have a career. Some South Africans have only a job. Most do not even have a job. However, all South Africans need and want a livelihood to support self and family. Given the region's high unemployment figures, focus on sustainable livelihood is a must. A sustainable livelihood framework comprises the capabilities, assets, and activities required for a means of living.

Evidence for hope in literature

A growing body of research has identified hope as a key element to planning a successful future. Hope is often diminished by the adversity that confronts vulnerable South African youth. Without hope, there is only superficial meaning to making decisions and being committed to the future. Thus, it seems prudent to develop interventions that cultivate hope, while at the same time assist young people with developing effective livelihood strategies that will produce a good outcome. (See link to article: <http://thoughtleader.co.za/psyssa/2016/10/18/the-psychology-of-hope-and-earning-a-livelihood-in-south-africa/>)

Hope Infused Future Orientated Intervention

Despair is the catalyst for Hope. Hope bolsters resilience in the context of vulnerability. This is the important insight which is unique to the Hope Infused Future Orientated Intervention.

The Hope Infused Future Orientated Intervention consists of a variety of explorative therapeutic techniques and activities to cultivate the four constructs of hope (attachment, survival, mastery and spirituality) described by Scioli and Biller (2009), as the unique foundation. The universal principles of future orientation (values, interests, natural talent and personality) as described by Marsay (2000, 2008) are intertwined with culturally and developmentally appropriate narratives, illustrating the four constructs of hope.

The intervention is flexible and uses narratives and cognitive behavioral techniques specifically chosen to suit the developmental phase and context of people. The intervention concludes with time and space for reflection before participants are given the opportunity to co-construct new preferred pathways towards effective livelihood outcomes for themselves.

This intervention has been successfully tested in a variety of individual and group settings in the South African context. The effectiveness of the Hope Infused Future Orientated Intervention can be considered for the following reasons:

- It develops fundamental hope and bolsters resilience in a vulnerable environment
- It enables identification and implementation of effective livelihood strategies
- It is multi-faceted (including both internal and external factors)
- It is strengths based
- It is flexible enough to address the diversity of individual and contextual needs
- It is a relatively cost and time effective

Role of the Community

In developing countries, it is the people who are part of, or close to communities, who are in the best position to assist young people with their transition into the world of work. It is within the community that professional resources can be used to best effect growth and development. Although the draft policy proposes that the induction of young people into the world of work should be seen as a collective responsibility, community engagement has been a concept with which the South African higher education system has grappled.

The philosophy of Ubuntu, which embraces collective responsibility, has been somewhat shattered by the recent infiltration of neoliberalist ideology. Neoliberalism has had a negative impact on healthcare, education and research as well as social services in the South African community. The Hope Infused Future Orientation Intervention is an attempt to enable and include people, offering resistance to the neoliberalist ideologies.

Conclusion

Nick Binedell, founding director of Gordon Institute of Business, articulated that everyone should have a map and a mirror. The Hope Infused Future Orientated Intervention, developed and piloted in South Africa, provides people with both a map (self-navigation, goal setting and planning skills) and a mirror (self-reflection, clarification and visioning).

Dr. Gloria Marsay is a Research Associate at the University of the Free State and is also a member of the

collaborative research team at St Josephs Theological Institute. The focus of her research work is in implementing a Hope Infused Future Orientation intervention to assist people make effective decisions regarding pathways to earn a sustainable livelihood. Dr. Marsay has presented papers and authored articles both nationally and internationally. Her book *Career? Sorted!* was published in 2008.

Dr. Marsay is also a livelihood strategist and social activist. She works in South Africa. She received a Doctorate from Rand Afrikaans University, (University of Johannesburg).and is registered as an Educational Psychologist with Health Professional Council of South Africa (HPCSA). Dr. Marsay is also registered as a pastoral therapist with Council for Pastoral and Spiritual Counsellors (CPSC) which was formerly South African Association for Pastoral Work (SAAP).

[Back To Top](#)

My SkillsFuture Website

by *Sing Chee Wong*



Singapore has launched a new website to help Singaporeans acquire greater self-awareness, plan for their training and career needs, and adopt learning as a lifelong process. It is complemented by a public outreach initiative known as SkillsFuture Advice. Together, these two initiatives aim to provide Singaporeans with both online and offline access to information about skills and training, as well as job opportunities so that they can actively acquire and deepen their skills and plan their careers suitably. Each Singaporean has a personalised account which can be used throughout one's lifetime, beginning with schooldays.

Whilst schools and Institutions of Higher Learning have career counsellors to guide students from primary/elementary school to universities, members of the public and those in the workforce could seek assistance from SkillsFuture Advice for their career planning needs. This section of the website allows workers and adults looking for employment to find out what jobs that are available as well as the skills required to work in these jobs. It also enables users to identify the skills gap between the skills they already possess and the skills they require to perform the job. The site further directs users to the training/training courses available to acquire these skills.

To encourage more Singaporeans to use and benefit from the "My SkillsFuture" website, talks are regularly conducted at community centres and clubs to reach out to more Singaporeans on skills upgrading and career planning so that no one is left behind as Singapore develops. Every Singaporean above the age of 25 years old is given a SkillsFuture credit of \$500 to enable them to register and attend skills training and upgrading courses. In addition there are different incentives for new graduates and mid-career switchers, as well as older Singaporeans and people with special needs to pursue and enhance their careers. For more information on this website, please refer to <https://www.myskillsfuture.sg>.

[Back To Top](#)

Made in Australia, Usable across the Pacific

By: Agnes Banyasz



This article focuses on two recent Australian publications that have strong relevance for career practitioners in other continents and countries as well.

PwC (one of Australia's leading professional services firms) is working to align with vocational education reform initiatives, including the recently announced Skilling Australians Fund and Industry Specialist Mentoring program, as well as the National Career Development Strategy. The report states that career support in Australia exists, but is inadequate and people experience multiple roadblocks and hurdles. It further asserts the need to transition to a single support model that works for all people, no matter what their life stage and circumstance, and can be offered

through multiple channels, including an online portal, telephone, online chat and text messaging service. The identification of seven core elements that are key to a future whole-of-system career support model began with the simple question, 'How might we enhance careers and pathways support for all Australians?' The seven core elements include the following:

- Lifelong takes into consideration the whole of the person, and grows with the person to accommodate new learnings and experiences
- Connected to government, industry, local communities, and educational institutions; and is connecting – to the right people and networks as needed
- Accessible to all people, relevant and understandable, available via multiple support channels
- High quality, reliable, and delivered by qualified and trained professionals
- Tailored to the individual and their niche needs
- Enabling people to be work-ready and supporting people to acquire work-related experience
- Empowering the person to manage their career and navigate the uncertain and complex future of work

The full report can be accessed on the [CICA](#) website.

The second publication is 'Hard focus on soft skills' and is written by Dr Phil Lambert, lead curriculum expert to the Organisation for Economic Co-operation and Development (OECD)'s Education 2030 project. The paper was commissioned by the New South Wales (NSW) Department of Education under the EDUCATION: FUTURE FRONTIERS initiative, exploring the implications of developments in AI and automation for education. As part of this initiative, the Department has commissioned background reports on future skills needs. The report states that the term "soft skills" has been applied to many of the competencies now being prioritised by countries in their curriculum reform. This term, often used to profile the capabilities of employees and also given prominence in recruitment processes, refers to skills and dispositions, many of which have also been described as 21st century skills. These skills are no longer seen as "soft" or of secondary importance to other conventional and well-entrenched curriculum content owing to changing economic, social and environmental conditions in and across countries.

Though terminology differs across the globe, the competencies most countries include or are looking to include in their curricula are:

- communication (multi-literacies)
- Information Communication Technology (ICT) skills/digital literacy
- innovation and enterprise
- intercultural understanding/global mindset
- problem solving/critical thinking/creative thinking
- resilience
- respectful relationships
- self and social awareness
- self-efficacy
- social skills and teamwork

"There is clear recognition across the globe that the acquisition of technical knowledge and know-how (mastery and techniques), though valued, are not sufficient for young people to navigate life and work in a world that is complex and characterised by ambiguities and uncertainty." LinkedIn economist, Guy Berger's (2016) observation further supports this: "Hard skills vary based on the job, but soft skills are required for every job." The full report can be accessed on the [CICA](#) website.

[Back To Top](#)

United States Country Report

By Professor Rich Feller Ph.D., USA County Director

Losing a Dear Friend of Career Development



Many fondly remember Martha Russell's warm smile, kind heart and great commitment to APCDA. Martha served as our Bylaws and Policies Director when we first prepared our Policies Manual. Sadly, Martha passed recently and condolences may be sent to Harry Russell, PO Box 2647, Battle Ground, WA 98604. Martha served in many leadership positions within NCDCA and ACA and was NCDCA President in 2005-06. Martha provided rich consulting and wonderful insights about adult development, career transitions, and how to honor others.

Global Pathways Institute

Bill Symonds, Global Pathways Institute Director <http://globalpathwaysinstitute.org>, continues to help establish a Coalition for Career Development with a very strong advisory committee to build on his great work at Harvard and the Pathways to Prosperity report <https://www.gse.harvard.edu/news/14/07/pathways-prosperity-releases-new-reports>. One new outcome is a series of national initiatives including the development of a proposal to field test an NCDCA developed curriculum for training Career Development Advisors for schools. A series of symposiums held with the Western Governors Association have led to expanded enthusiasm for career development in schools which stems from this Institute and collaboration across many organizations.

Good Jobs that Pay Without a BA

This new study <https://goodjobsdata.org> from the Center on Education and the Workforce shows that between 1991 and 2015 most states gained good jobs that pay without a BA and nearly half of all states added good jobs in blue-collar industries. The rise of skilled-service industries, such as financial services and health services, has also added good jobs. Strengthening the connection between school and work is crucial to preparing workers for the demands of good jobs in the new economy. This trend is one to watch across the globe.

NCDCA Global Conference in Phoenix

Plan on attending the June 21-23, 2018 conference and explore PDI's as well at https://ncda.org/aws/NCDA/pt/sp/conference_home

[Back To Top](#)

Career Development Supports in Canada

by Jenny L. Rowett, MEd, CCC-S, LCT



November is Canada Career Month! This specialized focus aims to increase awareness on issues pertaining to employment in Canada and is recognized across the country as providing a valuable platform to address some of the concerns that exist when it comes to planning one's career. "Making career-related decisions and transitions such as pursuing education/training, looking for suitable employment, balancing life/work roles and responsibilities, and preparing for retirement are faced by almost everyone at some point," reports Canadian Counselling and Psychotherapy Association (CCPA) National President, John Driscoll. "Now more than ever, Canadians are more frequently working in multiple jobs

throughout their lifetimes, and navigating that process can be complicated and overwhelming. Career counsellors and the services that they provide can be extremely helpful for those seeking support." This article will highlight two national supports for career counsellors and career development in Canada.

CCPA is a national, bilingual association providing professional counsellors with access to educational programs, professional development, certification and opportunities to connect with peers and speciality groups. As the leading national association and advocate for the profession of counselling in Canada, CCPA promotes the advancement of the profession and increases awareness about its role in healthcare, education and industry sectors. Career counsellors, an essential component of CCPA's membership, act as resources to individuals considering their educational paths, employment opportunities and life transitions. From enhancing self-awareness, to reviewing labour market demands, to helping determine educational requirements for a given

sector, career counsellors play a crucial role in assisting those individuals entering the labour force for the first time, or those considering career changes at a later age.

The Career Counsellors Chapter of CCPA was established in 1995, and has contributed toward the development of the standards and initiatives of the field of career development in Canada. This special interest chapter supports career development practitioners through professional development opportunities, by providing materials to assist in the delivery of quality service and by creating and recognizing new initiatives in the field. It also provides a forum for discussion of important issues in the field. The chapter acts as a means for practitioners, researchers and policy makers in the area of career development to assist each other in developing new programs. The chapter also offers a special award for a student studying in the field of career development, the Dr. Vance Peavy award. More information about the Career Counsellors Chapter can be found on CCPA's website: <https://www.ccpa-accp.ca/chapters/career-counsellors/>.

The Canadian Career Development Foundation (CCDF) is a non-profit organization that works to advance career services and the capacity of the profession, both nationally and internationally. For example, the organization advocates for services that help to prepare youth for the workplace, helps to build capacity in employees in the management of their careers and strengthens the capacity of employers to create healthy work environments. CCDF conducts applied research, promotes policy consultation, develops and delivers resources and training courses, and works with diverse partners to enrich and strengthen career services. More information is available on their website: www.ccdf.ca.

My own professional experiences, as a certified member of CCPA and as practitioner who has utilized CCDF's unique resources for pre-employability services that are offered in the province of New Brunswick, have been truly rewarding. CCPA membership has been an inspiring way to connect with career development professionals and resources in Canada. Membership has led to the international expansion of my professional network, including being led to, learning about and writing for the Asia Pacific Career Development Association!

Jenny Rowitt is the President-Elect of the Canadian Counselling and Psychotherapy Association.

[Back To Top](#)

Copyright © 2017 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](#)